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Today

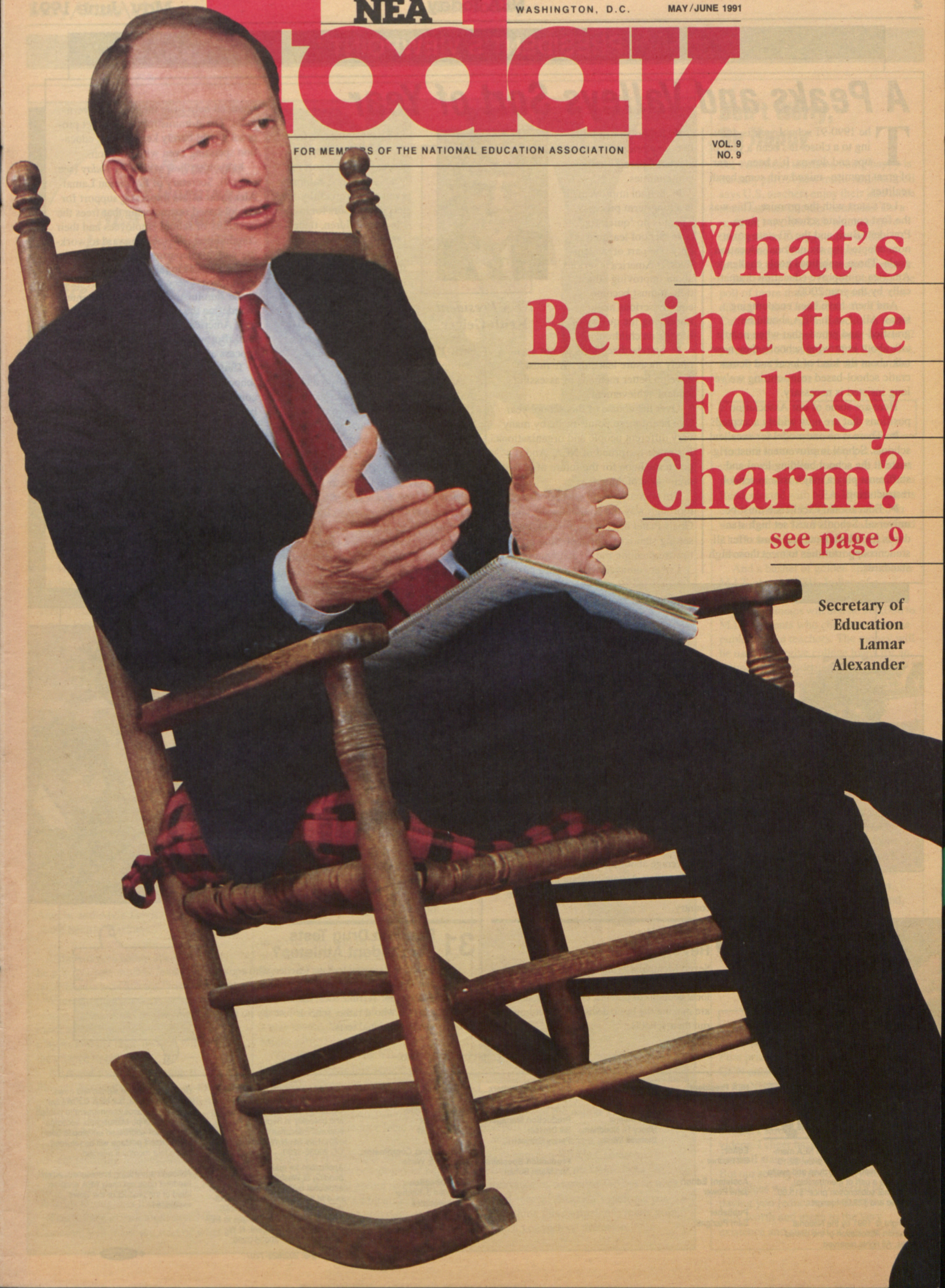
FOR MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION

VOL. 9
NO. 9

What's Behind the Folksy Charm?

see page 9

Secretary of
Education
Lamar
Alexander



PRESIDENT'S VIEWPOINT

A Peaks and Valleys Sort of Year

The 1990-91 school year is drawing to a close. It's been a year of ups and downs. It's been a year of great promise—mixed with some harsh realities.

Let's start with the promise. This was the first complete school year since President Bush and the 50 state governors adopted the six national education goals. Those ambitious goals challenge America to improve education dramatically by the year 2000.

And there have been encouraging signs. All of us in NEA should be gratified—and proud—that when people talk about improving schools, they now talk about the kind of local and democratic school-based restructuring we've long insisted is necessary.

Here are some of our Association's positions that are now widely accepted:

- There is no one model for excellent schools. School improvement must originate at the school building level and staff must play a major role in school restructuring.

- Educational excellence must be universal. Schools must set high standards for all students and must offer all students opportunities to meet those high standards.

- Schools must build two-way bridges to their students' parents and their communities.

- School improvement is a long-term process. There is no 'quick fix.'

- School learning is only one part of students' lives. If America is serious about improving education, it must become equally serious about improving the quality of life for its children.

- Standardized tests do not accurately measure learning. We must develop better methods of assessing student achievement.

Over the course of this school year I've heard these points made by many very different people and organizations. It's made me proud of NEA. And it's given me hope for the future of children—and of America.

I'm encouraged by the serious and thorough way the National Education Goals Panel has begun its work on setting standards and assessing progress toward meeting the six national goals.

I'm encouraged when an organization



NEA President
Keith Geiger

like the Committee for Economic Development issues its third report in six years—this one calling even more forcefully than its predecessors for investment in children, their families, and their schools.

And I'm encouraged by the growing acknowledgment that improving schools will cost money.

But I'm discouraged that no money has followed that acknowledgment.

I'm discouraged by the harsh realities.

As this school year draws to a close, our country remains mired in recession. Thirty states are facing the red ink of budget deficits this year. Thousands of school districts are scrambling to cut their budgets. Over 10,000 education employees in California have been notified they may be laid off next fall.

Many of America's states and communities are hard-pressed to fund existing education programs—much less to expand programs and restructure schools to meet students' growing needs. And so far, there's been little leadership and no

financial help from the federal government. The Administration's budget proposal would barely keep federal education spending even with inflation.

In his interview with *NEA Today* (see page 9), Secretary of Education Lamar Alexander offers important support for school-based restructuring that frees the creativity of school employees and their communities. We look forward to working with his department.

But all of us in public education—and in America—need to be ready to respond to the Administration's expressed intent to redefine the *public* in public schools. Yes, America's schools need an overhaul. But what must emerge from the process are quality public schools.

Those of us who work in America's schools care about our students, our communities, and our country. We believe that all students can learn. We believe that, with support, we can create schools in which all students learn. That's why we continue to put forward our best efforts, and then some.

But we are not ashamed to say we need support. We need families who care. We need communities and governments that care. We need students who are healthy and ready to learn. Not for our sake. But for the sake of America's children—and of America.

Inside

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Parental involvement's come a long way from the annual bakesale. The new look: anything from two-way communication to volunteerism to shared decision-making power. What does all this mean for you?

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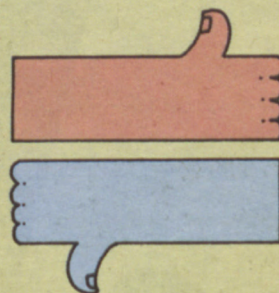
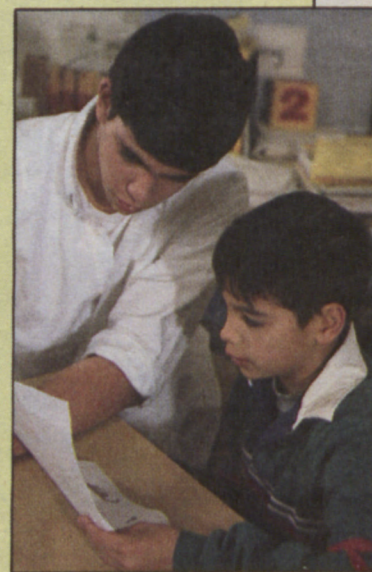
On Martha's Vineyard, high school students are learning Spanish and passing on their language skills to grade-school kids. They're also finding out some surprising things about what it takes to be an effective teacher.

26 Convention Time—Association in Action

A traditional celebration of democracy, NEA's annual Representative Assembly will be held July 4-7 in Miami. More than 8,000 delegates will gather to set NEA policy and elect officers.

31 Random Drug Tests For Student Athletes?

Good idea, says an Indiana teacher, who argues that random testing gives students reason to just say no. Terrible idea, maintains an Illinois teacher, who'd rather schools just say no to unconstitutional tests.



Cover photograph by Joe Di Dio



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NEA President:
Keith Geiger

Executive Director:
Don Cameron

Editor:
Bill Fischer

Assistant Editor:
Jane Power

Publisher:
Sam Pizzigati

Staff Writers:
Diane Dismuke
Victoria Lytle
Anita Merina
Nancy R. Needham
Stefanie Weiss

Contributing Writers:
Heidi Steffens

Production Managers:
Bill Dresser
Penny Grayson

Production Specialist:
Ann Marie Bohan

Production Support:
Marsha Blackburn
Barbara Bohrer
Pat Tolliver
Alice Trued

Advertising Coordinator:
Suzanne Wade

Art Direction:
William J. Kircher
& Associates

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NATIONAL NEWS

*No off-season
for learning!
NEA and major
league baseball's
players and owners
are taking that mes-
sage to youngsters
through a new
media campaign.*

It happens every summer. When schools close, some kids don't crack a book for the next 10 weeks.

The result? Struggling students—especially disadvantaged youngsters with no access to summer enrichment activities—fall even further behind.

This summer an imaginative campaign just launched by NEA and major league baseball's players and owners will try to break that pattern by reminding youngsters to exercise their minds. Starting this spring, both national and local TV and radio broadcasts of major league baseball games will feature 30-second announcements that urge youngsters to "read a book, write a letter, or visit a library—because there's no off-season for learning."

The national spots will feature some of baseball's most famous stars. Among them: Dave Stewart of the Oakland Athletics, Danny Jackson of the Chicago Cubs, Jim Abbott and Mark Langston of the California Angels, and Alvin Davis of the Seattle Mariners.

"Ballplayers today are eager to be positive role models for kids," says NEA Executive Director Don Cameron. "When we suggested that a 'no off-season for learning' theme might really make a difference to these kids, the players and the team owners jumped at the chance to help."

NEA and the Major League Baseball Players Association pilot-tested the campaign with the help of several NEA state affiliates last year. The pilot was a hit.

Thanks to Minnesota Education Association efforts, for instance, four-color posters featuring Minnesota Twins stars Kirby Puckett and Gary Gaetti giving the 'no off-season' message appeared in libraries throughout the state.

This spring's campaign, says NEA's Cameron, will mark the start of what all

PLAY BALL!



Oakland A's pitcher Dave Stewart (above) and Chicago Cubs pitcher Danny Jackson (right) are just two of the many major league baseball players starring in a series of NEA-sponsored TV spots that urge kids to keep on thinking and learning even though school's out. The public service announcements were filmed early this spring in Phoenix and Chandler, Arizona.

involved hope will be a long-term partnership between NEA, the Major League Baseball Players Association, and Major League Baseball.

Later this summer, as schools re-open, the NEA-baseball spots will shift to a new theme, "Give school a major league effort!"

You'll be able to catch the NEA-baseball TV spots this season on games broadcast nationally over CBS and ESPN. In many metropolitan areas, NEA state affiliates will be working with major league teams to produce local versions of the national spots.

These local messages will appear on local TV and radio broadcasts of ballgames. And if you go out to the ballpark, you may see NEA's education message in game-day scorecard programs and on the giant-screen video monitors that now



adorn most of the nation's major league baseball fields.

"This campaign is a great opportunity," sums up NEA's Cameron. "It delivers a positive message about the importance of education—from an unexpected source, America's national pastime. I think this campaign is really going to catch youngsters' attention."

Don't Worry, Be Happy

For American teachers, being happy is the easy part. A new multi-national poll says U.S. teachers enjoy their jobs more than teachers in other countries. On a scale of 1 to 100, U.S. teachers give their jobs an average score of 80, compared to 70 in Singapore, 69 in England, and 54 in Japan and Germany.

But being worry-free is tougher. The poll of more than 4,500 teachers, conducted by the Consortium for Cross-Cultural Research in Education, found U.S. teachers report the most stress (67 percent vs. 63 in Japan, 58 in Singapore, and 51 in Germany) and the most time spent on discipline.

Golden Apple Awards

Hats off to two who really put their money where their mouths are. First, a golden apple to U.S. Congressman John Reed, elected with NEA-Rhode Island's endorsement in 1990. Reed vowed to use his recent \$28,000 pay raise to fund 21 scholarships for students in his district over the next four years.

And a bushel of golden apples to the M.I.T. class of 1991. In lieu of a traditional class gift, these public-minded brainiacs will donate \$60,000 to M.I.T. students who choose to become public school teachers. The money will be used to forgive college loans for an estimated 30 students.

Order in the Court

Lawsuits over inequities in school finance systems are now pending in 18 states, reports Mary Fulton, research analyst for the Education Commission of the States.

Systems based on property taxes favor students in wealthier communities, say plaintiffs in Alabama, Alaska, California, Idaho, Illinois, Indiana, Kansas, Massachusetts, Minnesota, Missouri, New York, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee, and Texas.

Kentucky scrapped its old finance system last year after a court declared it unconstitutional. The new system guarantees a certain amount of money will be spent on each child.

Best Bite

First prize for best sound bite goes to CNN anchor Bernard Shaw. Speaking at the NEA National Conference in San Francisco this spring, Shaw said: "I applaud CEOs and their golden parachutes. I salute creators of rap and rock videos. I cheer basketball, baseball, and football stars and their mega-salaries.... But our society hypocritically undercuts the values we claim to cherish by not paying you [educators] what you are truly worth and mean to the very existence and survival of our society."

FAMILY TIES

Are We Patronizing Parents?

Does your school ever ask parents to do anything besides raise money and play chaperone? Today's parents are ready for more—and NEA members are welcoming their contributions.

Just what can parents really do in the schools? Consider what happened last year in Beverly Hills, California. When the district's staff walked out for the first time ever, parents stepped in and settled the strike.

Negotiations between the Beverly Hills Education Association and the school board had reached a deadlock over salary and benefits. Then the district's 300 teachers, nurses, librarians, and counselors walked off their jobs.

That's when the parents decided to act. They organized, determined that money was the missing ingredient, and managed to raise—in cash and pledges from local businesses and residents—hundreds of thousands of dollars for a salary increase. Then they arranged a negotiating session that ended the walkout.

"We're going to see more and more community involvement in our schools," predicts NEA Pacific Regional Director Linda Boitano. "And it's something we really welcome."

Today, more and more schools share Boitano's enthusiasm for parents' playing significant roles in education.

Some schools are giving parents training and materials to help their kids mature and learn. Others are encouraging parents to help make administrative decisions. In some with no formal program, teachers are reaching out to parents on their own.

Still, in too many schools, parents are sitting on the sidelines, uninvited to participate in a meaningful way—and in some cases even discouraged from taking a hand.

To teachers buried in lesson plans, test papers, and records, it may seem easiest to limit contact with parents to one or two open houses a year. But studies show that's not in anyone's best interest. When parents get involved, everyone—students, school employees, and parents—benefits.

One NEA member who's consistently enlisted parents' participation is Bettye Bellamy of Fairview Elementary School in Dover, Delaware.

Bellamy doesn't wait for the start of the new school year to begin winning over the

parents of her new class of second graders. The night before school opens, she greets parents by telephone and then introduces herself to the kids, welcoming them to her classroom.

Soon after school starts, Bellamy sends letters home explaining the first of several class projects, traditionally concerning local architecture. She asks the parents to take their children around Dover to look at different buildings, then help their kids make replicas.

"It doesn't matter what building they select or what material they construct a replica with," says Bellamy. "What's important is family involvement." That involvement sets the tone for the rest of the year.

Bellamy displays the finished products during one of her class's many Family Nights—themed parties with refreshments—held at hours when working parents can attend. At these celebrations, the kids proudly display their awards and share "memory books" with photos and descriptions of class events.

Bellamy takes advantage of the festive mood at these Family Nights to talk with parents about their kids and give them hints on ways to work

with the youngsters at home. By mid-year, Bellamy and the parents are old friends. From then on, it's the parents who plan the Family Nights.

For Bellamy, reaching parents is simply a matter of making friends. She talks with them as she would talk with anyone for whom the classroom isn't a way of life.

That's the approach recommended by National PTA President Ann Lynch, too.

"It's important for teachers to remember that most parents have experienced school only as students," says Lynch. "School isn't a natural place for them as adults, and many don't understand professional terms."

"As for that all-too-aggressive parent, better to have that person on your side than against you."

Jefferson Elementary, a 190-student, K-5 school in Summit, New Jersey, calls its formal parent-involvement program Partners in Learning. The program evolved as parents grew determined to help their kids learn and Jefferson staff encouraged parents to come into the school.

The school sends parents copies of studies that cite the benefits of parental involvement. It also issues a monthly newsletter for parents. Administrators and teachers regularly write notes to parents, praising kids' work.

Communication is important. So is recognition. Many of Jefferson's parents are "Super Parents": they've pledged to take on certain responsibilities. They'll meet regularly with their child's teacher, for example, discuss at dinner what their child has learned in class, and keep a journal of their own school activities.

At the end of the year, Super Parents receive Super-Parent T-shirts in a special recognition ceremony. That's a proud moment for both parent and child.

"The kids sit with their parents and see them called up on stage," says kindergarten teacher Marian Furda. "They feel so special: it's not often they see their parents rewarded like this. And the parents are proud for having worked closely with the school and their children."

Other components of the Partners in Learning program include:

- ▶ an introduction-to-kindergarten program



Left to right: Michigan teacher Ann Strnad and parents Carol Shearer and June McClure discuss school administrative matters.

FAMILY TIES



Brad Bower



Clark County School District, Las Vegas

Above left: Delaware teacher Bettye Bellamy (center) greets parents and students at Family Night. Above: National PTA President Ann Lynch talks with high schoolers.

► informal parent luncheons (including some for parents who don't speak English), with speakers and question-and-answer periods

► a weekly lunchtime student-family reading hour

► lending libraries of books, games, and parent resource books

► homework calendars with suggested at-home activities to enhance classroom work

► evening math workshops.

At Stewart Elementary in Flint, Michigan, parents have a major say in decision making.

The district has a history of encouraging community involvement in the public schools. Stewart itself was one of 26 schools in the country that formed NEA's original Mastery in Learning Project (now part of the NEA National Center for Innovation.) But this year something new has come to Stewart: school-based management.

Since September, the staff has made decisions on how the school is run. And Stewart's definition of "staff" includes the entire community. The system is designed to overcome barriers that once limited or prevented parent participation, from lack of opportunity for meaningful involvement to lack of child care at meetings.

Chapter I math teacher Ann Strnad explains that any parent—or any community member—can join any committee or attend any committee meeting. And anyone can comment on or make proposals.

Committee proposals go to the Stewart Improvement Team (SIT), an advisory body that sends its recommendations to the staff for final approval. SIT's membership is composed of four teachers (including Strnad), three parent/community members, one paraprofessional, one clerical/custodial employee, and one administrator.

At staff meetings, Stewart faculty, other school employees, parents, and interested community members reach decisions by consensus.

Stewart parents have formed a group called "As One" (referring to the cooperation between school and community), which recently received a \$750 grant from the Charles Stewart Mott Foundation. The grant is part of a \$5,600 award given to the school.

"As One" will use its money for several purposes: to make faculty aware of community

Bettye Bellamy's second graders—wearing hats from Bellamy's own collection—welcome spring with a fashion show for their families.



Brad Bower

needs, to show parents the importance of their involvement in the education process, and to explain to parents exactly what site-based management is. "As One" also aims to get local businesses more involved in the school.

"As One" Chair Carol Shearer believes there's no substitute for parent participation.

"I became involved to make my child's transition from home to school as easy as possible," she says. "But now I understand that a teacher's job is a difficult one. To best serve the children, teachers need involved parents."

For teachers still skeptical, National PTA's Lynch offers this advice: "Parents don't give up on education when their kids get a bad teacher, and teachers can't give up on all parents. They must find a way to work with them."

"When teachers give guidance and direction," Lynch adds, "parents can be a never-ending source of help and support."

—Diane Dismuke

RESOURCES

The NEA Professional Library offers the following materials on parent involvement:

Public Education Leaflets. The 33 titles include "How Can I Help My Child Learn To Read?," "How To Help Your Child Learn Study Skills," and "Working Together for Education." Perfect for copying and distributing to parents. \$3 each or \$29.65 for all 33.

Parent-Teacher Conference Kit. Includes filmstrip, leaflet master, and the following publications: *The Teacher and Parent-Teacher Conferences*, *Teachers and Parents: An Adult-to-Adult Approach*, and *Schools and Families: Issues and Actions*. \$47.11. Descriptive brochure available.

The TransParent School Model. A 15-minute videotape presentation and printed materials to show your school how to implement a parent involvement program that works. By Dr. Jerold Bauch, Vanderbilt University. \$75 to own, or \$25 (prepaid) to rent for 15 days.

For more information or to order materials, contact NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (800/229-4200).

HUMAN RIGHTS

Schools Confront Increasing Violence

School safety is one of the national goals for education set last year by President Bush and the nation's governors. As school staff know, for many schools it's a distant goal indeed.

This is Barbara DuFrain's first year of teaching, and she swears it won't be her last.

In November DuFrain stepped out of her math classroom at the J. P. Elder Middle School in Ft. Worth—and into trouble. In the hall, a colleague was asking a student to take off his hat. The student yelled threats. A tumultuous crowd gathered. DuFrain tried to break up the melee—and was hit again and again.

Half a year later, DuFrain's arm is still numb. She's still out of school. But she still wants to return to the classroom.

"Despite the assault," says DuFrain, "I can't wait to get back to teaching."

Almost a third of public school teachers have seriously considered leaving the profession because of students' behavior, according to a 1987 report by the National Center for Education Statistics.

At secondary schools in recent years, more than 47,000 teachers and 2.5 million students became crime victims. The problem exists everywhere, but it's worse in urban areas, where each year a teacher faces a 1-in-50 chance of being attacked in school.

Worse, as a recent Department of Justice newsletter notes: "gunfights are replacing fistfights, and 'bullet drills' are replacing fire drills on many campuses."

Those who commit the assaults are victims, too. Young as they are (more and more are elementary students), they've already taken a wrong turn which threatens to waste—or cut short—their own lives.

Amid the too-frequent dangers of school life, strong NEA local affiliates like the Fort Worth Classroom Teachers Association (FWCTA) are standing by their members.

"Right away, my building representative told me what my rights were and who in the Association I should contact," DuFrain recalls. "I learned that under Texas law, if a teacher is assaulted, the district will pay for up to two years of recovery time without charging any sick leave. That solved a big worry."

FWCTA also pushed the dis-

"Despite the assault, I can't wait to get back to teaching."

—Barbara DuFrain



Layne Murdoch

trict to form a discipline task force and to make sure students knew the consequences for different offenses. The support of the Association (and the district administration) is one reason DuFrain's so eager to return to work.

FWCTA also put DuFrain in touch with its attorney so she could file for workers compensation to cover her medical costs. Workers comp pays the medical bills for employees injured on the job or suffering from work-related disabilities.

To obtain workers comp benefits, injured or disabled school employees usually must hire private attorneys. But 12 NEA state affiliates—Alabama, Connecticut, Hawaii, Maine, Massachusetts, New Jersey, North Dakota, Pennsylvania, Utah, Virginia, West Virginia, and Wyoming—fund legal assistance programs that cover some or all of members' costs for private lawyers in compensation cases.

NEA may also be able to help an assaulted employee recover monetary damages. The DuShane Unified Legal Services Program (ULSP) reimburses state affiliates for expenses incurred during employment-related litigation.

Meanwhile, NEA state affiliates are working with legislatures to pass tougher laws against assaulting teachers. Almost 10 years ago, New Jersey reclassified acts of assault against teachers from misdemeanors to felonies. California, Florida, and Illinois recently enacted similar legislation.

But only two states, California and South Carolina,

require school districts to report school-based crime to state authorities. And just one state, California, requires schools to inform teachers about every student who has behaved violently.

The best way to tackle school violence is to stop it from happening in the first place. To that end, some schools give students counseling that includes conflict resolution strategies, career planning, and self-discipline. Others are developing peer counseling or crisis intervention teams for troubled students.

The National School Safety Center in California offers help to schools planning to become safer places. For a nominal fee, the Center will work with any school to develop prevention and intervention strategies.

The Center recommends that schools provide in-service training and keep reports and statistics on different types of school violence. The Center also suggests that schools develop inter-agency strategies and information-sharing with groups like law enforcement officers, parents, park services, social workers, and courts.

No single formula will prevent school violence, but a coordinated strategy, involving the schools and the community, can make schools what they should be: places to learn.

—Melissa Etlin

Human and Civil Rights

Resources

► *School Violence: A Survival Guide for School Staff*. 48 pp. Stock no. 0243-1. \$6.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516. (800/229-4200)

► The National School Safety Center, 16840 Ventura Blvd., Encino, CA 91436 (818/377-6200).

WASHINGTON WATCH

NEA's Short List

One of the most important pieces of legislation facing the 102nd Congress is the reauthorization of the Higher Education Act.

Despite its title, the Act will affect educators and students at all levels, parents of students of all ages, those who want to become teachers, and anyone who wants to go back to school.

Last month, NEA called for substantial improvements to the Act in a 92-page letter to Rep. William Ford, chair of the House Subcommittee on Postsecondary Education.

The NEA list comes from legislative priorities developed by delegates to NEA's annual Representative Assembly, plus feedback from thousands of other NEA members. NEA will push for:

► **Better access to postsecondary education.** NEA proposes that the Pell grants become an "entitlement program": if you qualify, you get the money. Today's students don't get their full entitlements because of fluctuations in available funds.

NEA also wants protection for minority scholarships, more and bigger grants, more aid for older and part-time students, and a simpler financial aid process.

► **More efforts to get kids to aim for college.** NEA will lobby for federally funded programs to increase and improve guidance services, tutor and mentor at-risk students, help students stay in high school and college, and publicize financial aid programs.

► **Aid for middle-income families struggling to meet increasing college costs.**

Between 1980 and 1988, median family income went up 6.7 percent, while 4-year public college costs went up 33.6 percent. To help middle-income families, NEA proposes changing the way financial aid eligibility is determined and increasing grant and loan limits for middle-income families.

► **Stronger teacher education programs and incentives for talented people to choose teaching as a career.** The federal government should, NEA believes, provide \$100 million for Professional Development Schools.

These programs would offer help to those studying to be teachers, provide professional development opportunities for practicing teachers, and disseminate information about education research.

► **Stronger higher education institutions.** Among other things, NEA will promote increased federal support for historically Black colleges and universities, increased federal support for scholars, graduate scholarships, and academic research, and equal treatment for two- and four-year schools.

Finally, NEA will work to make sure all higher education programs receive adequate federal funds. "We are too well aware," NEA's letter concludes, "that without adequate funding, the best of laws is an empty promise."

Local Look

IN PENSACOLA, FLORIDA

COLORADO

A Governor Writes a Contract

Colorado Governor Roy Romer has undertaken education reform in Denver by writing the teachers contract himself.

Citing his rarely invoked authority to intervene in a local labor dispute, the governor recently imposed a three-year contract on the Denver Classroom Teachers Association and the Denver school board, deadlocked in negotiations.

Key sticking points between DCTA and the board—and their resolution by the governor:

- Money—teachers will get increases of roughly 3.5 percent a year for three years.
- Collaborative decision making—teacher/administrator/parent committee at each school will have authority over budget, hiring, curriculum, and teacher work assignments; the principal can act unilaterally only in the absence of committee consensus.
- Transfer policy—the two most senior applicants for a transfer are guaranteed interviews, but no preference in the decision to hire.
- “Merit pay”—the district will provide the school committees with money to use for rewarding individual teachers. At press time, the board had approved the contract and DCTA members were preparing to vote on it. DCTA leaders had recommended approval.

MAINE

Solid Support From the Members

The bargaining team for the educational support unit in Deer Isle-Stonington won firm backing from district employees in its last negotiations. As the team worked through mediation, membership in the tiny island local jumped 50 percent: Half-a-dozen school personnel showed their commitment by signing up. The new recruits brought Association membership up to three-fourths of potential.

What did staff members get for their faith in the Association? The 1990-92 contract includes a 15 percent wage package, better insurance coverage, and strong protection for “just cause.”

Deer Isle-Stonington ESP rep-



The presidents of the four NEA locals in Escambia County, Florida, are, seated: Linda Harris, left, and Marianne Parkerson. Standing: Jimmy Anderson and Jeanette Wilcox.

A Story of Growth Through Unity

Four years ago, NEA's presence in Escambia County (which includes Pensacola) consisted of the Escambia Education Association, with 1,587 teacher-members and a potential membership of 2,600. Today, the County boasts four NEA locals with a membership of 2,993 and a potential of 5,053.

Here's a brief look at the four locals:

► The Escambia Education Association (EEA), with a 53-year history of advocacy, has lent a hand to the activists who were organizing the three new locals.

Says EEA President Linda Harris: “I've visited worksites, explained Association programs, and invited all school employees to get involved.”

► One of the county's new locals is the Escambia Education Support Personnel Association (EESPA), which represents bus operators, custodians, food service workers, maintenance workers, transportation

mechanics, and warehouse personnel.

EESPA President Jeanette Wilcox says that over the last two years, EESPA has defeated a long-term incumbent union which used to represent school support workers and has gone on to build its membership to nearly 600 members.

► The Escambia Education Clerical/Classroom Association (EEC/CA/FTP-NEA/NEA) represents clerical employees in schools and administrative centers as well as teacher aides, bus aides, and deaf-education interpreters. In the last year, EEC/CA has signed up 485 members, according to EEC/CA President Mary Ann Parkerson.

► The Escambia Association of Supervisory Employees (EASE) represents the district's accounting, custodial, food service, maintenance, and transportation supervisors. In one year, EASE has recruited 76 members out of a potential of 93, says EASE President Jimmy Anderson.

resents teacher aides, food service workers, secretaries, and custodians. Each category put a representative on the bargaining team, along with chief negotiator Linda Weed.

OHIO

The Class Schedule Had No Class

For five years, the Nordonia Hills Education Association battled the district school board over its unilateral decision to alter working conditions at Nordonia Hills High School.

The board's decision to alter

Nordonia's class schedule in 1985 resulted in the elimination of four teaching jobs, which in turn increased the workload of the remaining teachers.

Now the fight—waged through a lawsuit backed by the Ohio Education Association—has ended in success. The school board agreed to re-employ the four teachers who'd lost their jobs. Their compensation packages will include back pay and retirement. Nordonia's other teachers received stipends for extra duty.

Together, the string of settlements amounted to more than \$240,000, one of the largest ever won by OEA members.

NEVADA

Population Soars In Las Vegas area

Clark County, Nevada—that's Las Vegas, right? These days, it's Las Vegas and much, more more. In just three or four years, 40,000 new students have entered Clark County's schools; the system's hired 1,300 new teachers and is building 49 new schools. Now there's talk of a multi-track year-round program.

In short, the district is the fastest growing in the country.

Clark County recently issued \$250 million in bonds to pay for

school construction, but Clark County Classroom Teachers Association President Bob Broniecki explains that the county has actually approved \$650 million.

“It's pay as you go,” he says. “The bonds aren't put up for sale until the money is needed.”

Some of the county's growth is concentrated in Laughlin, on the Colorado River, 90 miles south of Las Vegas. Five years ago the site was a big open space. Today casinos line the river and extend in every direction.

Another area growing at an astounding rate is Summerlin, where schools, homes, and stores are being built for an anticipated 25,000 newcomers over the next 15 years.

“The district's continuing growth means a constant need for more teachers,” says Broniecki. “If you're looking for a job, look no further.”

SOUTH DAKOTA

Student Members 'Return the Favor'

In Aberdeen, when teachers need more time out of the classroom for staff development and collaborative work, they call on future teachers who want more time in the classroom. The teachers get to study, the college students get to substitute teach, and both groups call it a good deal.

The program—linking Aberdeen Education Association members with NEA's Student Program members at Northern State University—is called “Return the Favor.”

“Teachers do so much for university students for free,” explains Northern State education professor and program enthusiast Jerry Harmon. “This is the students' way of saying thank you.”

Dozens of college juniors and seniors have participated in the program, subbing for half-days as needed. Beyond helping teachers, college students are gaining useful experience.

“It's really exciting for me,” says Becky Guffin, student teacher, Association activist, and frequent volunteer. Guffin says she's able to learn from a variety of teachers—and that will make her a better teacher when she gets her own classroom.

The Aberdeen program is part of a national Student NEA effort, Community Learning through America's Schools (CLASS).

State Side

THE PAY PICTURE

Teacher Average Salary Now \$33,015

NEA Research estimates that, on average, teachers earned \$33,015 during the 1990-91 school year. That's up 5.4 percent over last year's average salary.

Two states—Kentucky and West Virginia—increased average teacher salaries by more than 10 percent. Five states—

Mississippi, North Dakota, Wyoming, Alaska, and Hawaii—increased average teacher salaries by less than 3 percent. The rest fall in between.

This year the nation's highest average salary can be found in Alaska; the lowest in South Dakota.

NEW ENGLAND

Connecticut	\$43,847
Maine	28,700*
Massachusetts	36,090
New Hampshire	31,329
Rhode Island	37,674
Vermont	30,986*

MIDEAST

Delaware	35,200
District of Columbia	42,288
Maryland	38,806*
New Jersey	38,790
New York	41,600
Pennsylvania	35,471

SOUTHEAST

Alabama	27,300
Arkansas	23,040
Florida	30,387
Georgia	28,855
Kentucky	29,089
Louisiana	26,240
Mississippi	24,443
North Carolina	29,082
South Carolina	28,174
Tennessee	28,248
Virginia	32,382
West Virginia	25,958

GREAT LAKES

Illinois	34,729
Indiana	32,178*
Michigan	37,682*

Ohio	32,615
Wisconsin	33,100

PLAINS

Iowa	27,949
Kansas	29,923
Minnesota	33,284*
Missouri	28,607*
Nebraska	26,592
North Dakota	23,578
South Dakota	22,363

SOUTHWEST

Arizona	30,780
New Mexico	26,194
Oklahoma	24,649
Texas	28,321

ROCKY MOUNTAINS

Colorado	32,020*
Idaho	25,485
Montana	26,210
Utah	25,415
Wyoming	28,988

FAR WEST

Alaska	43,861*
California	39,598*
Hawaii	32,541
Nevada	32,209
Oregon	32,200
Washington	32,975

50 STATES and D.C. \$33,015

*NEA Research estimate

Source: NEA Research

ALASKA

Less Tenure, More Vouchers?

NEA-Alaska has warned its 7,350 members: the state legislature's Joint Committee on School Performance has introduced a bill that would change the state tenure law.

The proposal would extend the probationary period for teachers from two years to five.

In addition, the state school board has recommended legislation that would allow school districts to lay off teachers if state funding is cut.

On top of that, Alaska Governor Walter Hickel, many of his staff, and state school board members are advocating introduction of a voucher program—and have formed a subcommittee to study the issue.

At press time, the only proposal that's been formally presented is the change in tenure. Still, "the feeling is out there" for the others, says NEA-Alaska President Don Oberg.

Meanwhile, Association members and staff are strongly lobbying against passage of the probation change and vouchers.

KENTUCKY

KERA: And Now... The Movie

If Kentuckians facing the next school year want to know what's happened since the Kentucky Education Reform Act (KERA) was passed, all they'll have to do is tune in on their favorite television channel.

In August, as Kentucky's school year begins, TV stations across the state will air a documentary on the changes that have taken place since the KERA was passed one year ago.

The 30-minute program, produced by the Kentucky Education Association and WAVE-TV-Louisville, has four segments. The first looks at computer technology in a local high school; the second introduces Kentucky's ungraded primary system by featuring individualized learning in a kindergarten classroom.

The documentary also follows one of the new councils for school-based decision making and a KEA member who's on the state's professional standards board for teachers.

"Since KERA now affects everyone in the state, we're showing the public how it's working," says KEA President David Allen.

MISSISSIPPI Health Insurance Gets Okay

Mississippi school employees have won passage of the centerpiece of their lobbying efforts—a bill that establishes a group health insurance plan for all full-time employees in school districts and community or junior colleges.

The state allocated \$5 million dollars to fund the plan and

mandated each school district to pay not less than \$75 per certificated employee per year. School employees pay any remaining costs.

The law also creates an advisory council—which includes teacher representatives—to formulate the Public School Employees Health Insurance Plan.

The 1991 Mississippi legislature also passed legislation granting employees full retirement after 25 years in public schools and establishing "mentors" for beginning teachers.

"Despite a recession and a revenue shortfall, our Association was very successful in passing legislation of economic benefit to our members," says MAE President Peggy Peterson.

NEW MEXICO

Due Process Back in Town

Thanks to persistent lobbying by NEA-New Mexico, due process for teachers facing termination is back after a five-year absence.

Governor Bruce King recently signed Senate Bill 1, which restores to teachers the fair dismissal protections that the legislature eliminated in a 1986 "reform" bill.

"Unfortunately, heavy lobbying by state administrator and school board groups eliminated noncertified employees from the bill," says Ima Lee Wells, president of NEA-New Mexico.

"So extending to support staff the protections teachers enjoy is now a high priority."

A bill to give public employees collective bargaining rights did not pass this session.

NORTH DAKOTA

After 18 Years—Legislative Victory

The 7,000 members of the North Dakota Education Association won their 18-year fight for "final offer resolution" this spring, when Governor George Sinner signed into law an amendment to the state's negotiations statute.

The new legislation establishes locally chosen three-member panels to take action when contract negotiations reach impasse. A panel will choose the final offer of one side or the other, and both sides will abide by its decision.

In the past, NDEA's 250 locals called on state factfinders when negotiations reached impasse. But the factfinders' recommendations weren't binding, and school boards often chose to ignore them.

After 18 years, what finally got the bill passed? NDEA leaders credit an intense grassroots campaign, which included letter writing, lobbying, candidate endorsements, public relations, and community outreach.

NEW HAMPSHIRE

Teachers: Born or Made?

New Hampshire is the latest scene of the long battle over alternative certification for teachers. NEA-NH is preparing a suit to stop implementation of the state's Alternative 5, which allows noncertified teachers to teach in public schools. The Alternative violates state law, says the Association—and it's also too inconsistent to be applied equitably.

Target of the Association suit is the State Board of Education, which adopted the provisional certification plan last November. The plan will let college graduates with a grade point average of at least 2.5 teach subjects in which they have 30 credit hours, without any teacher training.

"Majoring in a subject does not qualify a person to be a teacher," protests NEA-NH President Fred Place.

Meet:

If any government office has a down-home flavor, it's the office of the new U.S. Secretary of Education.

Rough-hewn rocking chairs, hand-carved walking sticks, and a musket leaning against a bookcase give this office a distinctly rustic cast.

But don't let the comfy country looks fool you. This is a working office, and the new Secretary of Education, former Tennessee Governor Lamar Alexander, is quickly getting down to business.

NEA Today staff writer Anita Merina recently spoke with the Secretary.

You've said we need to "redefine public schools." What do you mean by that?
I think it's time to rethink what a "public school" is. We've assumed that it's a school operated by a school district. But that's only because we've always done it that way.

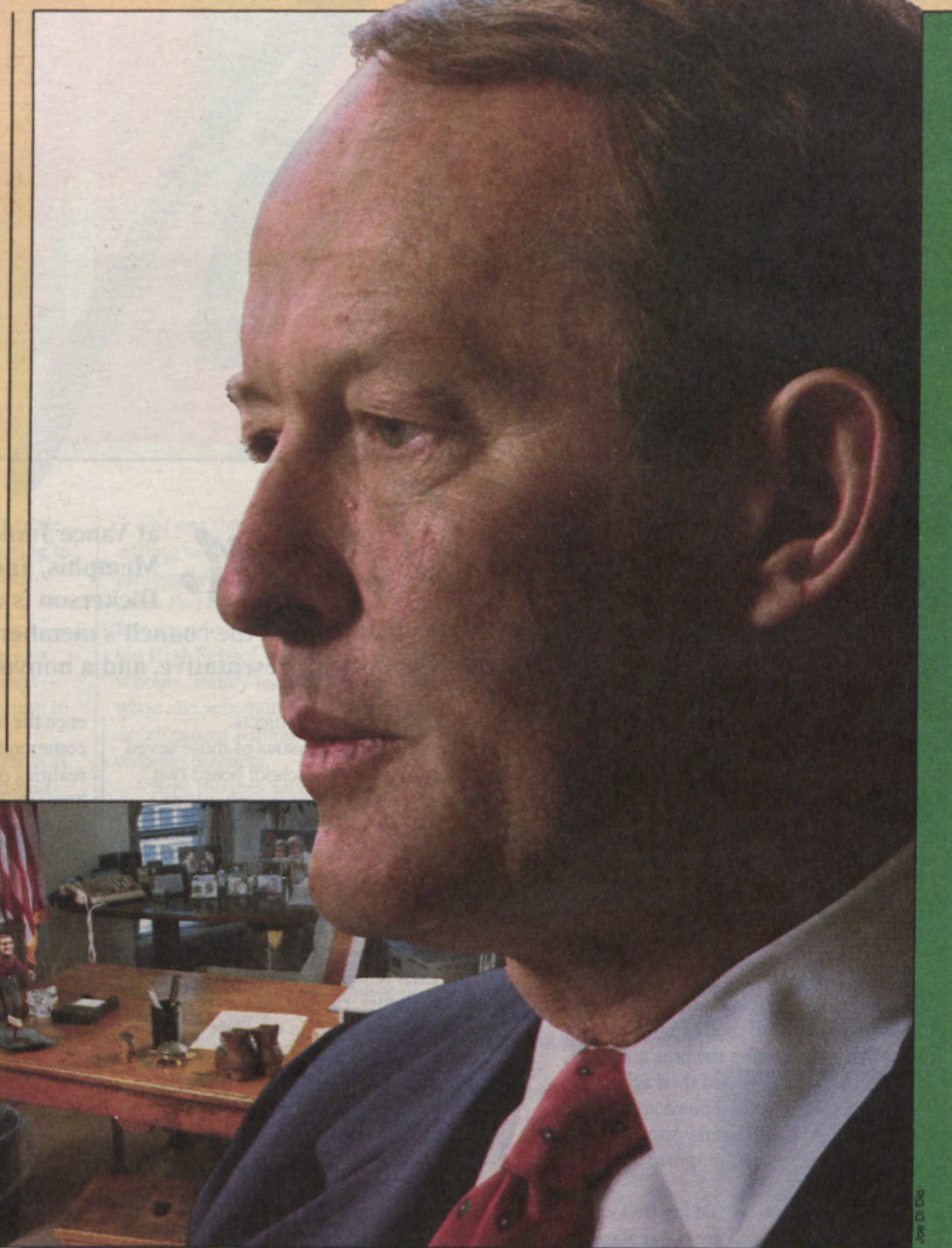
We need to create a new generation of American schools and give communities a chance to experiment and create new learning systems rather than just tinker around the edges.

A school can get its public character in other ways.

How?

For one thing, in the way it's funded. The Smithsonian, for example, could operate a school in Washington, D.C. Students who attend this school would bring with them the amount of money that would have gone to the school run by the district.

Would that school—or a school run by Xerox—be accountable to the public?
Yes, because that school would still be public in nature. It would have to meet the same high standards, and it would be accountable to some public institution. It would be good to experiment with something like that.



Lamar Alexander

people want better schools, they'll have to pay for them.

I think what we're having now is simply an economic recession. Schools are feeling it just as families are. It's uncomfortable and unpleasant.

You support a national assessment system. What would that entail?

If we have national goals, then we need some way to tell whether we're making progress.

But when I think of a national assessment system, I don't think of a single test developed in Washington that everyone has to take.

I believe in going subject by subject, creating model tests. It will be up to each state and community to adopt some form of these tests.

Does that also mean a national curriculum?

In a way, we already have one. Children spend most of their time outside school. Lots of them read *People* magazine and watch MTV and Roseanne Barr.

But a formal national curriculum doesn't fit the character of America. This country is too big, too complex, containing too many differences to have such a thing imposed on it.

On the other hand, I think a national effort to set standards in core subjects is a good idea. And you can have national standards, even a national assessment system, without a national curriculum.

On your first day in office, you met with 10 National Teachers of the Year. What did you learn?

The most significant aspect of our meeting was the tone. These teachers were confident. They feel the American education system has a lot of potential, and they're tired of hearing a long list of problems.

How would you describe your role as secretary of education?
I see myself as a sparkplug for change.

I have my marching orders in the national goals. It's my job to help the nation reach these goals.

What do you hope for in your relationship with NEA?

I'd like to have a good working relationship with NEA.

During the 1980s, I had a rocky relationship with the Tennessee Education Association. I've learned some lessons from that. Maybe we all have.

I hear the NEA ads: "We're for better schools, colleges, and universities." That's what I'm for, that's what the country's for.

The Tennessee 'Sparkplug'

A new study says kids are at greater risk today than 10 years ago. How will you help at-risk children?

School readiness is the first national goal set by President Bush and the governors last year. President Bush has already announced that he wants to fully fund Head Start for all four-year-olds who need it, which would be a substantial achievement.

We need to create the best schools in the world for these children. Nobody expects teachers to produce in environments that don't permit it any more than we'd expect Federal Express to

deliver the next day using propeller airplanes.

But we also need to have communities that support learning—that means parents who read to their children.

What's the President's strategy to reach the national goals by the year 2000?

There are four broad themes. First, we have to develop better schools for today's children. Second, we must prepare to meet the needs of tomorrow's children by redefining schools.

Third, we need to help mid-career adults who might not have

the skills and knowledge to compete in the workplace. Fourth, we need to focus on "the other 91 percent," the time a child spends outside the classroom.

States and localities are cutting school programs. Will you advocate for increased federal funding?

Federal funding ought not be thought of as a substitute for state and local funding. It all comes out of the same pockets.

More than 90 percent of school funding comes from states and communities, and I think that ought to remain the case. If

LOCAL SCHOOLS

MEMPHIS

Take seven

inner-city schools,

get parents

and community

involved, throw out

the rules,

and start over.

That's what's

going on in

Memphis, Tennessee,

site of an

NEA-sponsored

restructuring project.

It's 10:30 a.m.

local school council meeting to order. On hand are all the council's members: three teachers, the principal, two parents, another community representative, and a nonvoting student member.

Dickerson, a parent, operates the overhead projector as the group continues work on its school improvement plan. A school-within-a-school for pregnant girls has been proposed.

"The pregnancy rate is 18 percent this year," observes principal Dorothy Evans, an NEA member. "That's 2 percent more than last year." Her plan: group the expectant mothers so they can attend all classes together, and offer them a specific course related to mothering.

After discussing the pros and cons, Council members nod their approval. They resolve by ceremonious voice vote to get a waiver from the superintendent's office to adjust the pregnant students' schedules.

This is decision making by local council in Memphis, where it's replaced business-as-usual at seven inner-city schools.

Memphis has the nation's eleventh largest school system, along with the highest poverty rate of the nation's 100 largest metropolitan areas. Fully 53 percent of schoolchildren are eligible for free or reduced-price meals. Many of the district's seven inner-city schools are bordered by row upon row of red-brick,

low-income housing projects.

With the characteristics of those seven schools in mind, the school board two years ago set up the seven schools as a separate system-within-a-system. It closed the seven down, in order to reopen them as democratically controlled school communities. School employees were all asked to request transfers or apply for jobs in the new system.

At each school, a council of teachers, administrators, parents, and a local resident worked as a team to select school staff. The teams interviewed prospective staff members and approved all hires.

Notes Rev. Dickerson, "When we hired the Vance staff, we looked for teachers who were willing to spend the extra hours to make students feel wanted and to build on their self-esteem. The staff is at this school by choice, and it makes a big difference."

"Our goal was to create a learning environment where teachers and parents are empowered to make major differences without the encumbrances of a heavy central office," says School Superintendent Willie W. Herenton. "I wanted those schools to be free from rigid bureaucratic policies and rules and regulations."

Last year, NEA named the schools part of the Association's Learning Lab network. NEA Learning Lab school districts serve as models for the state and nation in school restructuring. The Learning Lab systems are entitled to consulting and networking assistance through NEA's National Center for Innovation.

Ask Vance's Social Studies Department Chair Rosetta Peterson what differ-

Vance Jr. High department chairs (left to right): Barbara McLemore, Lilian Williamson, Vashi Crowder, Rosetta Peterson, Tom Benton, Walterine Bishop.

at Vance Junior High School in Memphis, and the Rev. Maurice Dickerson is calling the monthly

ence the new councils make in the community and the school, and the realities of impoverished urban living hit home: "This morning when one of our students walked through the housing projects," she'll tell you, "he was beaten and robbed. He was in the wrong terri-



Local council chair Rev. Maurice Dickerson has become so much a part of life at Vance Jr. High School that he's got his own office in the school.

tory—he didn't live over there. They draw these battle lines in the projects.

"In the past," Peterson, an NEA member, continues, "we got the spillover from the violent life in the projects in school, and it stayed in school. Now students can come in and feel comfortable talking about what's going on outside. We used to smell marijuana in the school all day. Now I haven't smelled it for two years."

Part of the difference is teacher commitment. "I love this community," Peterson says. "I could have left these schools when they closed down two years ago. I chose to stay because I felt I could make a difference with these students."

Parent involvement is another big part of the change—one that leaders of the Memphis Education Association have



LOCAL CONTROL

IMPULSION

long recognized. MEA President Mattie Anderson believes parents are starting to see a role for themselves in their children's schooling.

"No question, progress is being made," she says. "We used to have to beg parents to come to PTA meetings—now we have to open up the auditorium to fit them all in."

"Teachers must begin to see parents as capable equals who share decision making," says Carol Etheridge, who is conducting research on Memphis schools through the Center for Education Policy at Memphis State University. "Some parents see teachers as the authority figure and are afraid of schools."

"Empowering parents is risky business," warns Superintendent Herenton. "You get all the dynamics of human interaction. Some parents want to control. Some don't understand much about how schools function. It's a give-and-take arrangement."

Rev. Dickerson of the Vance school council notes that getting to know teachers can reduce parental fears. "When you stop putting people on pedestals, you don't have to worry about them letting you down."

"In the past," he adds, "parents only came to school when the school said their child did something wrong. Now when they come, the school invites them to participate."

And participate they do. At Georgia Avenue Elementary School, another of the seven Learning Lab schools, one parent was in the Army reserves. She started a drill team for K-6 kids.

"We're trying to get parents comfortable enough so they can take the lead when it's appropriate," says Mary Green Maclin, who serves on the Georgia Avenue local council.

In return, parents can learn a lot from their exposure to teachers. "You don't have to know algebra or English to review homework," Dickerson notes. "Teachers can show you how to look at homework intelligently."

When educators speak frankly about the challenges of shared decision making, they admit it takes hard work.

For one thing, the principal has to be willing to share real power, not just token prerogatives. One administrator who's made that commitment is Elsie Bailey, interim principal of Booker T. Washington High School, one of the Learning Lab schools. Bailey learned one hard lesson when she scheduled two days of staff development without discussing the plan with the teachers.

"Boy, did they let me hear about it! I'll never, ever make the mistake of committing teachers' time to an activity without consulting them first."

"It just makes sense," Bailey sums up. "If you hire smart, competent people, you turn them loose to do their jobs."

For help with some decisions, Bailey relies on an advisory committee of department chairs. Denise Johnson, who leads the math department, says the committee's work takes patience.

"Reaching consensus is not a smooth process," Johnson notes. "You have to apply critical thinking skills as you analyze the problem. Because it's a group process, you've got to respect co-workers, and you can't take things personally."

Sharing authority can seem cumbersome. "I have a problem with shared decision making when it means getting consensus on something I know will work," admits Vance Principal Dorothy Evans. "I get impatient with discussions."

"I can't just come in and say let's do this and that," Evans continues. "Even though I have in mind what I want to do, I have to wait while council members catch up with what I know. That slows things down—but that's the way the process works."

Evans isn't alone in her frustration. Superintendent Herenton hears from staff at all levels about the joys and problems of site-based decision making.

"The only thing stifling us from really soaring with creative projects is the fact that we've been in a restrictive mode for so long," asserts Sterlene Herrod, a fourth-grade teacher at Georgia Avenue Elementary School.

"It's hard to move people from a traditional top-down model," Herenton agrees. "A lot of them haven't been

comfortable with the freedom to plan and develop and make decisions.

"If there's any flaw in our effort, it's that we didn't invest adequately in staff development," adds Herenton. "The first year I don't think we put enough time into preparing parents and teachers and principals to assume new roles."

One of the things that pleases Herenton the most about the two-year effort has been the working relationship between his office, NEA, and NEA's local affiliate, the Memphis Education Association (MEA). Getting the union on board was so important to Herenton that MEA was allowed to name a staffer as co-director. MEA's choice, Lennell Mayes Terrell, works closely with principals, teachers, parents and school councils along with the other co-director, assistant superintendent Johnnie Watson.

Besides the rough spots in decision making, reform on this scale poses two major problems. One is the time it takes for behavioral and conceptual changes to take place, says

MSU's Etheridge. A project like the Memphis effort faces a need to produce results immediately.

The second problem is money.

"My original goal was to empower teachers and reward them handsomely," says Herenton. He wanted to pay teachers in the Learning Lab schools between \$50,000 and \$60,000 a year, but the school board disagreed. Instead, the board approved \$3,000 supplemental pay for teachers in the Learning Lab schools. A proposal to lengthen the school day and school year also was scrapped.

Still, MEA's Terrell remains optimistic. "If we can make it through this year and next, I believe the funding will come through," she says. "We've got to show that what we're doing is working."

—Vicky Lytle



Lennell Mayes Terrell says systemic change takes time. "But if you're talking about changes in the Learning Lab schools, I see changes every day."



Mary Green Maclin (center) with **Forestine Owens (right)** and **Sterlene Herrod (left)**. Says Herrod: when teachers get over feeling like they're in a "restrictive mode," their creativity will begin to soar.

Photographs by Mike Maple

RESOURCES

TV Tips

Launch Box...Your TV Connection to Outer Space—Nickelodeon, premieres Thursday, May 9, 6:30 a.m., and continues Fridays in May, beginning May 10, 6:30-7 a.m. ET. This series explains the mystery and excitement of outer space. The premiere is a special segment on the history, design, and production of the space suit.

World of Discovery Special: Crocodile's Revenge—ABC, Sunday, May 12, 7-8 p.m. ET. ABC begins a weekly series of documentaries with this look at one of the world's deadliest creatures, the Australian crocodile.

For a study guide, write to ABC Community Relations, 77 West 66th St., Ninth Floor, New York, NY 10023.

Life Lines—NBC, Sunday, May 12, 9-11 p.m. ET. This film looks at the life of actress Jill Ireland, her battle with cancer, and her love for her adopted teenage son.

Moyers/Beyond Hate—PBS, Monday, May 13, 9-10:30 p.m. ET. Using case studies taped around the world, Bill Moyers examines the many faces of hatred.

Showtime Family Hour: Orchestra—Showtime, Tuesdays, beginning May 14, 7:30-8 p.m. ET. Host Dudley Moore



Kenneth Lovell/National Geographic

introduces the musical sections and players involved in an orchestra.

The Soul of Spain—PBS, Wednesday, May 15, 8-9 p.m. ET. This National Geographic Special captures the beauty and diversity of Spain (photo above.)

The National Geographic Society and Chevron offer educators free taping rights to this special. For a free companion resource guide, write National Geographic Society Specials, c/o Chevron, 742 Bancroft Way, Berkeley, CA 94710.

Future Flight—The Discovery Channel, Sunday, May 19, 10-11 p.m. ET. Actor Christopher Reeve hosts this preview of great air and space adventures expected in the 21st century.

Soldier Boys—CBS, Tuesday, May 28, 4-5 p.m. ET (closed-captioned). Several boys' fascination with war gets out of

control and leads to near-tragedy. A CBS Schoolbreak Special.

Moyers/The Home Front—PBS, Wednesday, May 29, 9-10 p.m. ET. Bill Moyers examines America's domestic tragedies—homelessness, drugs, lost jobs, government budget cuts, and a crumbling health care system.

All That Glitters—ABC, Thursday, May 30, 4-5 p.m. ET (closed-captioned). A high school economics class starts a

business in order to help a shelter for the homeless—then ambition and greed get in the way. An ABC Afterschool Special.

HBO Family Playhouse: Words To Live By—HBO, May, check local listings for dates and times. A group of teenage students deal with the censorship of their high school newspaper.

Private Affairs—ABC, Thursday, June 13, 4-5 p.m. ET (closed-captioned). Two teenagers confront issues of promiscuity.

An ABC Afterschool Special.

Henry V—The Disney Channel, Sunday, June 23, 9-11 p.m. ET. Kenneth Branagh stars in this critically acclaimed adaptation of Shakespeare's play about an ambitious young English king who challenges the might of France at the battle of Agincourt.

These listings are provided by KIDSNET, a clearinghouse for children's TV and radio in Washington, D.C.

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IBM

Innovation

How NEA members are changing the way schools work

In Massachusetts

Learning Spanish, Learning To Teach

Learn by teaching, Spanish teacher Lynn Ditchfield tells her third-year students at Martha's Vineyard Regional High School. She's not talking about cross-age tutoring: each student will conduct a lesson for an entire elementary school class every day for two weeks.

That means the class studies not just Spanish, but education. The two dozen students read and discuss (in Spanish, of course) excerpts from the works of Paulo Freire, Sylvia Ashton-Warner, and other writers on educational philosophy and methods.

Then almost all choose to go on and apply what they've learned. They prepare to spend 10 Spanish periods teaching the language to local K-5 classes whose teachers request them.

Ditchfield and language department head Barbara Murphy set up the project in 1984. "The project shakes up students' ideas about what makes effective teaching," says Ditchfield. "Some of them fight fiercely over what to do and why."

Once students have chosen their teaching approaches, they make the materials—games, songs, drawings, plays, and tapes—for the lessons they'll

teach. They practice on their classmates, collecting their opinions and suggestions. They meet with the elementary teachers whose classes they'll teach.

By the time they face their students at the elementary school, the teenagers have worked over their materials and lesson plans until they're satisfied. The lessons teach simple vocabulary—numbers, colors, animals, parts of the body, items of clothing. They teach something, too, of Spanish and Latin American culture.

"Each day the kids had a goal for what they wanted to teach and reviewed what they'd taught," reports first grade teacher Corinne Riseborough of Oak Bluffs Elementary School.

"They were lively, humorous, and very patient. They seemed to know just how to plan for first graders. My kids loved it—and they learned a lot."

"I found out I was capable of standing in front of a bunch of kids and teaching them without feeling nervous," says junior Tom Medeiros. "It also helped me brush up on some Spanish."

"Now we understand a little of what our teachers go through—planning, trying to



High school student Rachael Wey (far left) and Spanish teacher Lynn Ditchfield (third from left) help grade school pupils with their Spanish.



Third-year Spanish students Jason Dawley (photo left, second from left) and Marilyn Ciano (photo above right) conduct lessons with their elementary school Spanish students.

find creative ways to teach so kids will understand," notes sophomore Marta Iraheta.

"The project let me think about what to teach, how to teach it—and how to have fun doing it," junior Heather Hill says.

"Kids learned to listen to other

kids and to have fun learning."

What's more, Ditchfield predicts, "When the younger kids get to the high school, they won't think language is a course you take only if you're preparing to apply to college."

This kind of project can be

adapted for many subjects, notes Ditchfield. The experience of teaching is what's central.

"For many of the kids, it's turned around their ideas about teachers—and some have decided to teach as a career."

—Jane Power

In Nebraska

Top Down, Bottom Up, Change from All Directions

Picture a spray of inkblots spreading toward one another on a white cloth. That's the pattern of school restructuring in Millard, Nebraska, the NEA's newest Learning Laboratory school district.

Change is coming from many sources in Millard—not because restructuring is left to chance, but because a common philosophy—"rethink what you're doing"—has spread throughout

the district.

Consider Millard's elementary "reading-writing" classrooms—a variation on whole-language learning.

"Our reading supervisors told us to stretch—to think about using literature in the classroom," explains fifth grade teacher Ellen Hartfield.

So Hartfield and her colleagues are embarking on an exciting journey to be better

reading and writing teachers. They'll abandon week-in-advance lesson plans to let the curriculum follow where the students want to go.

"You become interested and willing to change," Hartfield says, "when you know the administration will support you."

A totally different source of change in Millard is PSINET, the high-tech computer network supplied by NEA to Millard North High School as part of the Learning Laboratory project.

PSINET links some 50 restructuring schools and dozens of researchers across the nation. At Millard North it has so far let staff become better informed strategic planners. Members of school-level action teams are using PSINET to obtain informa-



tion on topics that range from flex time to parent involvement.

"When you can query the whole nation, you widen your perspective," explains Chuck Story, social studies teacher and member of the action team on parent involvement.

Small efforts. But not separate

"It's revolutionary: I'm 39 years old and doing everything differently from the way I was trained!"

—Ellen Hartfield

efforts. The idea is to free individuals to rethink what they're doing and to do something different if they find it necessary. That's restructuring.

—Nancy R. Needham

The NEA Learning Labs are districtwide experiments—15 so far—in school restructuring. NEA provides each Lab some funds, plus technical help.

People

Bridging the Gap

Madison, Wisconsin, ESL teacher **Thuy Pham-Remmele** has several reasons for wanting to record Southeast Asian folklore.

A Vietnamese refugee herself, she wants to preserve the rich language and culture she remembers from her own childhood.

A teacher for 22 years, she'd like to help her students—half of whom are also refugees—"bridge the gap between their two worlds."

A parent for 20 years, she wants to pass on something of her background to her son. "He was only four and a half when we came here, and it's been hard for him to maintain his native language," she says. "I want to give him that gift."

Pham-Remmele will get her chance next year. As one of 1991's 49 National Endowment for the Humanities/Reader's Digest Teacher-Scholars, she'll be taking a sabbatical to pursue her dream.

With a full-year stipend from NEH/Reader's Digest, Pham Rammele plans to read up on Southeast Asian folklore—



then listen to Lao, Hmong, Khmer, and Vietnamese elders in Asian communities in this country and write down their stories.

"By the end of the sabbatical, I hope to produce a book and distribute it to teachers who need it," she says. "Maybe I can help close the cultural gap between

Southeast Asian children and their American peers.

"Refugee kids," she notes, "need something to be proud of."

Winning Words: 'People with differing abilities'

That simple phrase topped 70,000 other entries and won Virginia NEA member **Brad Freeman** \$50,000 in a contest run by the National Cristina Foundation (NCF).

The contest was designed to find a new word or phrase for people with disabilities. NCF donates technology to educational and training facilities serving people with special needs.

Businessman C. Bruce McMahan created the foundation after seeing the difference a donated computer made to his daughter Cristina and her classmates in a special education class.

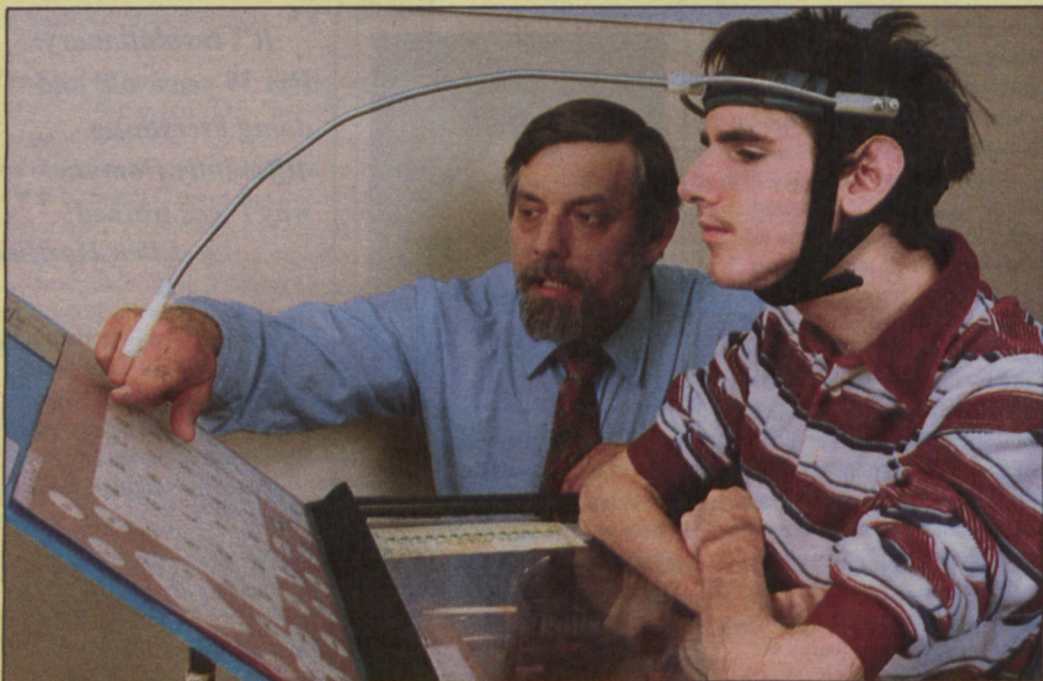
"My phrase gets away from hyphenated labels that define people in negative terms,"

says Freeman, a special education media and technology specialist at Stonewall Jackson Elementary School. He's shown here helping a student use a head pointer and an expanded keyboard to run a computer.

"I wanted a phrase that celebrated the diversity of the students I work with—a phrase that was inclusive, not exclusive."

Contest judges agreed, declaring Freeman the undisputed winner.

Freeman, whose wife is a teacher, plans to use the prize money to help send his three children to college. And Jackson Elementary School is already using the new phrase.



Movin' On Up

Late one Monday night in January, **Ceil Critchley** was sitting in her classroom at Sunnyside Elementary in Mounds View, Minnesota, meeting with the parents of her first graders.

At 6:30 the next morning, Critchley was sitting in her new executive office in St. Paul, ready for a full day of meetings with state legislators, lobbyists, and members of her 150-person staff.

From teacher to Minnesota's new Assistant Commissioner of Education—overnight.

It's enough to make anyone's

head spin, but Critchley says, "This job is a lot like teaching. You have to be organized, a good listener, and able to change topics every 15 minutes."

"The difference," Critchley notes, "is scale. I work with adults now."

Critchley's well prepared for her new job as head of the Division of Learning and Instructional Services. She's a former social worker, 17-year teaching veteran, and long-time Minnesota Education Association Government Relations chair.

When MEA-backed candidate Arne Carlson was elected governor last fall, Critchley was one of the first people he appointed.

Critchley's now knee-deep in work on projects she's long fought for—improvement of instruction, public preschools, shared decision-making power, and more resources to overhaul education.

"One of the problems in education," Critchley says, "is that for 10 years, we've listened to what's wrong. We've heard enough. Now all the stakeholders need to get together and decide what to do."

"The greatest challenge in education is change," Critchley continues, "and that change needs to be developed and implemented by teachers."

Dragon Tamer, Monster Maker And English Teacher



show runs an hour, and both have lots of dancing, energy, movement."

Everyone involved in Stages productions is a theater professional. Currently, *The Dragon Singer* is playing in the theater of Neumann College. Two shows are given every school day.

Stages, with backing from foundations and the Pennsylvania Council on the Arts, has developed educational materials for teachers and students to take away with them. Some 13,000 students from Delaware, New Jersey, and Pennsylvania have seen the shows so far.

Comey says that 18 years into his career he's "teaching and writing—both full-time." He teaches four classes a day. The rest of the school day he's a resident writer, working on projects with Rutledge's fourth through sixth graders and their teachers.

Outside of school, Comey's written manuscripts for a mainstream novel and a supernatural thriller. Both are under consideration by publishers in New York. He's now working on a children's book and a mystery novel.

"My two loves are writing and teaching," Comey says. "I'm fortunate to be able to blend both loves together."

A field trip to a magic country—with lessons to use here and now. That's what teacher and writer **James Comey** offers classes attending the performances of Stages of Imagination, Inc., an educational theater organization located in southeastern Pennsylvania.

Association member Comey, who teaches seventh and eighth grade English at the Swarthmore-Rutledge School in Swarthmore, cofounded Stages in 1989. He also wrote Stages' two plays, which concern problems and empowerment.

"*The Monster in the Woods* is about prejudice and the power of love," Comey explains. "*The Dragon Singer* is about the environment and the power of community. Each



This Class Is One Big Family

In **Robert Whitlow's** Hayward, California, classroom, teachers and parents are truly partners in educating the children.

Every day you can see one or another of the kids' parents conducting a math lesson, say, or showing kids how to follow a recipe for corned beef (giving them math and reading practice in the process), or helping students rehearse a play.

Whitlow (center) is director of the 17-year-old Charquin magnet program (named after a local American Indian hero). The program is housed in Markham Elementary School. Whitlow and two colleagues team-teach 90 students in grades K-6. The kids work in mixed-grade heterogeneous groups.

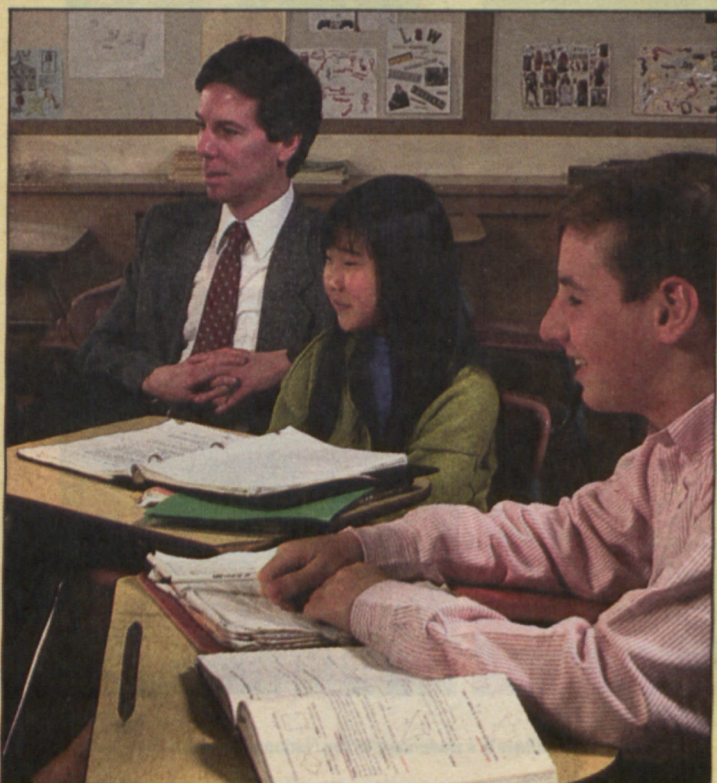
The program stresses continuous family

involvement in the classroom. Parents get training from Whitlow and his colleagues, other parents, and in-service workshops—which they attend right along with teachers.

Besides the never-ending supply of classroom help, the program gives Whitlow and his partners another advantage: Student turnover is negligible. They have the same students for seven years—and really get to know them.

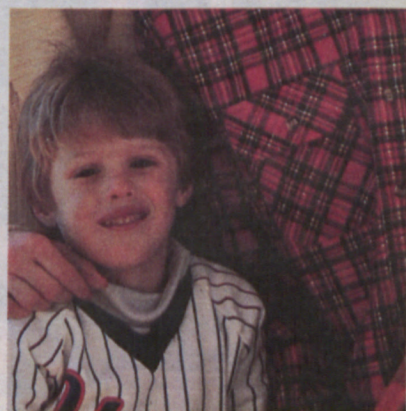
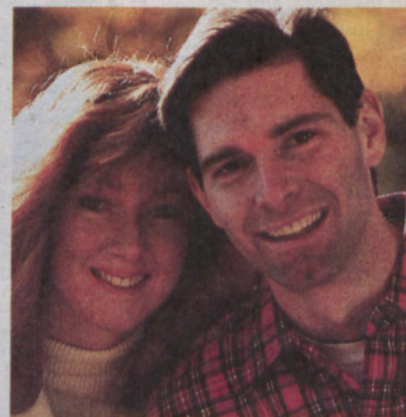
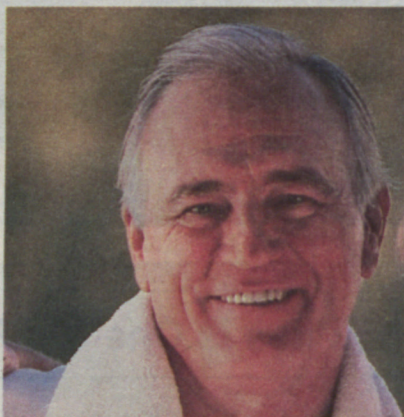
They also come to know the students' families well. Some parents with more than one child in the program have worked with Whitlow and his colleagues for as long as 12 years.

"In a very real sense," Whitlow sums up, "we're all family."



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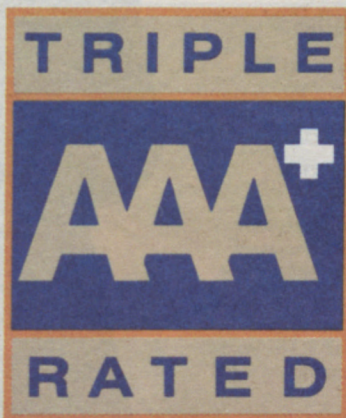
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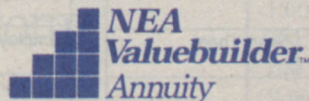
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Sharon Teig, of Modesto, CA, is the 500,000th NEA member to obtain the NEA MasterCard!

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Position	Years There
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songs on guitar, synthesized bass, keyboards, and percussion. Special prices for fellow NEA members: books, \$8 each; tapes, \$6 each; book and tape set of same title, \$12. Add \$2.50 p&h per order. Texas orders add 7% sales tax. Prepay to Brain Dance Ink, P.O. Box 681264, San Antonio, TX 78268.

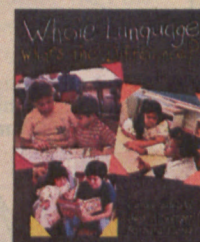
HOME ECONOMICS

Strengthening Basic Academic Skills Through Home Economics. Cecelia

Thompson and Linda Floyd. Information sheets illustrate basic concepts in writing, reading, speaking, and computing. 96 pp. Stock no. A261-0876; ISBN 0-911365-30-3. \$7. Home Economics Education Association, 1201 16th St., N.W., Washington, DC 20036.

LANGUAGE ARTS

Whole Language: What's the Difference? Carole Edelsky, Bess Altwerger, and Barbara Flores. In which the authors distinguish "whole language" from its imitators. 117 pp. \$10.95 plus \$2.50 p&h per order. Heinemann Educational Books, 361 Hanover St., Portsmouth, NH 03801.



SOCIAL STUDIES

More Than Money: An Activities Approach to Economics. Lorene Renie Lenning. Lesson plans and worksheets for teaching young children basic economic concepts. K-3. 80 pp. \$7.95 plus \$2 p&h. Good Year Books, 1900 East Lake Ave., Glenview, IL 60025.



COUNSELING

Celebrate Yourself: Six Steps To Building Your Self-Esteem. Corporation for Public Broadcasting. Designed for bulk distribution, the brochure tells the reader how to counter his or her "Nitpicker" (critical inner voice). 20 pp. Single copies, \$2 prepaid from CPB/Self-Esteem, P.O. Box 4205, Arlington, VA 22204. Bulk copies (in multiples of 100): 100-1,000 copies, 35¢ each copy; 1,100-2,500, 30¢; 2,600-5,000, 25¢. Add \$7 p&h per 100 for UPS delivery. "CPB Celebrate Yourself," Custom Print, Inc., 2611 Shirlington Rd., Arlington, VA 22206, 703/979-8473.



PEDAGOGY

Cooperative Grouping for Interactive Learning: Students, Teachers, and Administrators. Lawrence Lyman and Harvey C. Foyle. Presents strategies for extending cooperative learning through all school activities. 96 pp. Stock no. 1842-7-00-FF. \$10.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516, 800/229-4200, FAX 203/993-5276.

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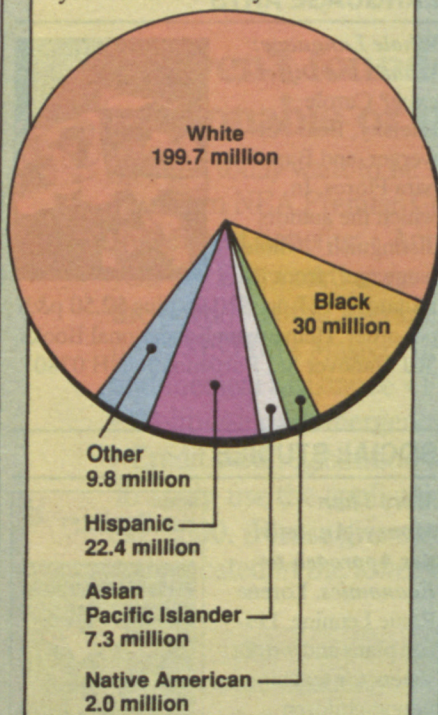
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Population Update

The nation's population increased by about 10 percent in the 1980s to nearly 250 million, due mainly to the largest flood of immigrants since the early years of this century.



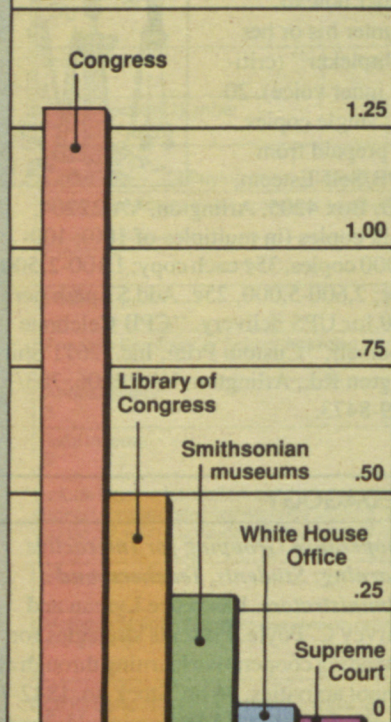
Note:
Persons of Hispanic origin
can be of any race.

Source: U.S. Census Bureau

Democracy's Costs

For tourists—and taxpayers—curious about the costs of democracy, here's the estimated 1991 price tag for operating these familiar institutions.

In Billions 1.50

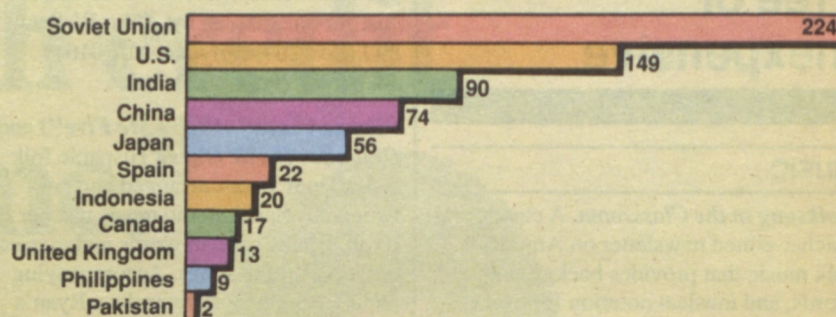


Source: The Washington Post Magazine

No Trivial Pursuit

If all the students in the world preparing to be teachers were represented by 1,000 people, where would they be from? Here's a sampling:

Source: World Development Forum
(The Hunger Project)



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TRENDS

California, Here They Come

The Golden State's school system is bulging at the seams this year, with some 160,000 more students than in 1989-90.



Four California counties—Los Angeles, San Bernardino, Riverside, and San Diego—reported the largest gains nationally, according to Market Data Retrieval, a firm that surveys U.S. counties.

Outside of California, the nation's public school enrollments increased by more than 240,000 students.

But not every district grew. Five states—Ohio, Michigan, Indiana, West Virginia, and Pennsylvania—saw their public school enrollments drop significantly.

Without a Song

The nation's neglect of music in school is dehumanizing children, the 60-member National Commission on Music Educa-

tion told Congress recently.

What's more, said the Commission, statistics show that kids who take arts courses—including music—get higher scores on college entrance tests than those who don't. The Commission is sponsored by organizations dealing with music and music education.

Only 29 states require music instruction for graduation, the report notes. And the number of music teachers is far from adequate. In California, for instance, there's just one music teacher for every 1,535 students. Even in South Dakota, which has the highest teacher-student ratio, there's still only one for every 151 students.

How much better do kids who take music in school do on college entrance exams? The College Entrance Examination Board says those who take more than four years of arts (such as music) score 34 points higher on the verbal portion of the SAT and 18 points higher on the math portion than those who take less than a year.

Daddy Doesn't Live Here Anymore

You've heard of "Disney World Dads"—those divorced noncustodial fathers who treat their kids to a Disney World weekend twice a year?

That kind of parenting may not do your child much good, but mental health experts are hard-pressed to define what does constitute a healthy child-noncusto-

dial father relationship.

According to an article in the *American Journal of Orthopsychiatry*, a father's frequent visits right after the parents separate has varying effects. Such visits increase boys' self-esteem—but the boys are likely to "act out" afterward.

They also increase the self-esteem of girls 6-8 years old and girls who are especially close to their fathers. Among other girls, such visits coincide with fewer behavior problems—and a decline in self-esteem.

Does Your Chewing Gum Lose Its Flavor?

In Polk County, Florida, schools, that kid with the big wad of gum in her mouth can chew away to her heart's content. Not only is gum-munching okay for students at 13 schools in the county, but a supervisor is checking the results of the chomping.



Some 4,000 high school students are contributing to a research study of sugarless gum by the University of Florida's Department of Dentistry. The researchers are testing the merits of two kinds of sweeteners—sorbitol and xylitol. They think there's a chance that one or both can help ward off cavities.

For the district's contribution to science, the University researchers will award it a total of \$325,000 over the course of the three-year study. And the students' share of the take? Besides the three-year supply of gum, they're getting free toothbrushes, yearly check-ups—and maybe better teeth.

'Cheer, Cheer For Old...'

Most recent college grads find work that's closely related to their major. The Bureau of Labor Statistics reports that 77 percent of 1986 graduates who were employed a year later had jobs at least somewhat related to their field of study.

Of course, what that field of study was made a big difference. Only 13 percent of history majors found closely related jobs, for instance, while 92 percent of nurses did. Seventy-five percent of education graduates were working in jobs closely related to their major, but only 57 percent of employed engineering grads were.

The National Center for Education Statistics surveyed people receiving bachelor's degrees in 1986, and the Bureau of Labor Statistics analyzed the survey.

EDUCATION MARKETPLACE

EMPLOYMENT

Access Calif. Teaching Vacancies K-12, Educators Personnel Agency. For Information: 800-252-8852.

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6939, NEA Professional Library Book Club, 230 Livingston St. Northvale, NJ 07647.

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time. Now the **NEA*EdStar Special Edition IBM PS/1 Computer System** can help you be more productive in half the time! This special home computer system, designed especially for NEA members, comes complete with factory-installed software and printer for only \$2,249. And, financing is available, with no down payment, for only \$58 per month (15% APR). To find out more about the NEA*EdStar computer system, call the NEA Special Services Response Center, toll free, at 1-800-637-4636.

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Just send in your notice, with appropriate payment, to Education Marketplace. The rates: Educational Products/Services and Academic Employment Opportunities categories: \$95 per line. Display ads—\$750 per column inch; 5 inch maximum. Consumer Products/Services, Summer Employment, and Business Opportunities categories: \$110 per line. Display ads—\$975 per column inch; 5 inch maximum. Please count 35 characters per line (including spaces and punctuation) for line ads; 3-line minimum. For more information, contact NEA Today Education Marketplace, 1201 16th St., N.W., Washington, DC 20036; 202/822-7207.

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YOU AND YOUR RETIREMENT

For many middle-aged Americans with dependent relatives, care has become the biggest part of life.

Thanks to Social Security and better pension laws, fewer elderly people need economic assistance now than in the past. But if you have older relatives in financial difficulty, remember: If you help them in certain ways, you can cut down on your own tax burden at the same time.

In addition to making a tax-free gift of up to \$10,000 (\$20,000 if you and your spouse give), consider a sale-leaseback, gift-leaseback, or purchase of their home.

Sale-leasebacks and gift-leasebacks are very different. In a sale-leaseback, you buy your parents' home and rent it back to them; in a gift-leaseback, you give your parents a home or piece of property and don't charge rent. But the properties must be at market value. Check with an experienced tax or real estate adviser.

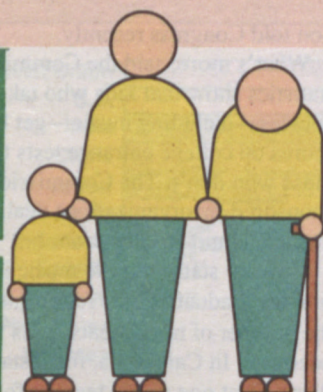
If you provide more than 50 percent of the support for a parent over 55, you may be able to claim that person as a regular dependent on your federal income tax. Check with your tax adviser.

If you're covered by a Section 125 "cafeteria" plan where you work, you may also be eligible for benefits under a Dependent Care Spending Account.

HELPING

THE

CAREGIVER



Living Support

Many older people need help with simple day-to-day tasks like cooking, cleaning, and transportation. It's estimated that family members can provide 50 percent or more of the elder care needed in the U.S.

At present, the entire burden most often falls on just one person—typically a woman in her 30s or 40s. To avoid burnout of that primary care-giver, be sure the whole family shares the responsibility for caring for a dependent relative.

In addition, make full use of services available through your local agency on

aging. Meals on Wheels, Friendly Visiting, home health care, senior centers, adult day-care centers, emergency response services, and other support services can be cost-effective ways to provide care.

Nursing Homes

Nursing-home care should be a last resort. It's estimated that between 30 and 40 percent of nursing-home residents don't need to be institutionalized. But, once admitted, they quickly lose their ability to live independently.

Alternatives include senior communities

or apartments that cater to people over a certain age; continuing life-care communities that offer a range of housing and care in a single setting; and assisted-living facilities for people who have health problems that are minor but need regular medical oversight.

If a nursing home isn't necessary now, try to plan ahead. Good facilities have long waiting lists. By consulting your parents now and submitting a preapplication to a home you and they select, you lessen the chances of making a poor decision in a moment of crisis.

Respite Care

This is a growing resource for people who need temporary help in caring for an elderly parent while they vacation, go on a business trip, are ill themselves.

Care may be given in the home, or the parent may go to a nearby facility. Service can range from a few hours to a few weeks.

For more information, contact your area agency on aging. Established under the Older Americans Act, these state and local agencies are listed in the telephone book. Or contact the National Association for Home Care, 519 C Street, N.E., Washington, DC 20002.

And consider joining NEA-Retired. Members get access to a variety of services, including preretirement seminars, discounts, and a quarterly publication, *The Best Years*. Write to NEA-Retired, 1201 16th St., N.W., Washington, DC 20036.

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Rockville, MD 20850-2454

TAD061



TECH TALK

Designer Tech

Technology comes in all shapes and sizes, high-tech to low-tech, computers to calculators. The key, say three California members, is finding the right fit for your students—and community.

When it comes to technology, Mary Frances Dietterle, Loretta Stewart, and Don Livermore have little in common. Dietterle prefers calculators and video

cameras. Stewart uses instructional television and computers with touch-window screens. And Don Livermore likes laser discs and networked computers.

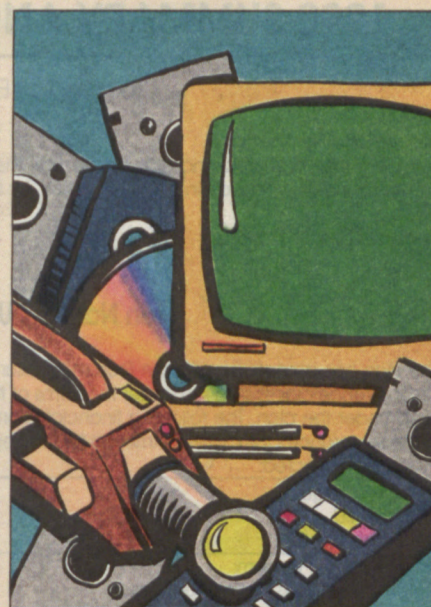
What Dietterle, Stewart, and Livermore have in common is freedom—freedom to design classroom technology to meet the needs of their students and community.

These three NEA members teach at Manzanita Elementary School in Seaside, California. Manzanita is part of the Monterey (California) Model Technology Schools Project, one of six projects in the

state designed to identify the best uses of instructional technology.

"Here at Manzanita, we decide what to buy and what to use," says first-grade teacher Loretta Stewart. "That's because the entire project revolves around school-based decision making, and we have a principal who encourages us to experiment and be creative."

Individual teachers, or teams of teachers, create a Classroom Intervention Plan (CIP), which describes the type of technology they would use, given the



choice, and how it would help their students.

Tailoring the technology to the students is critical, says Don Livermore, a former first-grade teacher who is now the school librarian.

"At Manzanita, we have a large number of Hispanic students, so we have interactive computer programs in Spanish as well as English," adds Livermore.

Manzanita teachers also preview software before buying it for the school. "That way, we know it's appropriate for our students," says Loretta Stewart.

Equipment doesn't always have to be the highest of the high-tech, says Mary Frances Dietterle. "I have a segment on calculator technology. I use calculators to help my students see patterns, check their work, and explore the possibilities of low technology as well.

"Not everyone can afford a home computer, but a calculator can get everyone started," adds Dietterle. "When you first think of technology you think of computers, but there's more to it than that."

Loretta Stewart agrees. She and her first-grade team designed the Home-School Connection, a video-based package that sends instructional television to the parents.

"We send kids home with videos of *The Reading Rainbow*, along with books to share with their parents," explains Stewart. "We want to get our parents engaged in their child's learning."

That's even more important, adds Stewart, because most of the parents are young—the average age is 24—and many of them are single.

Manzanita even lends video recorders to parents who don't have them.

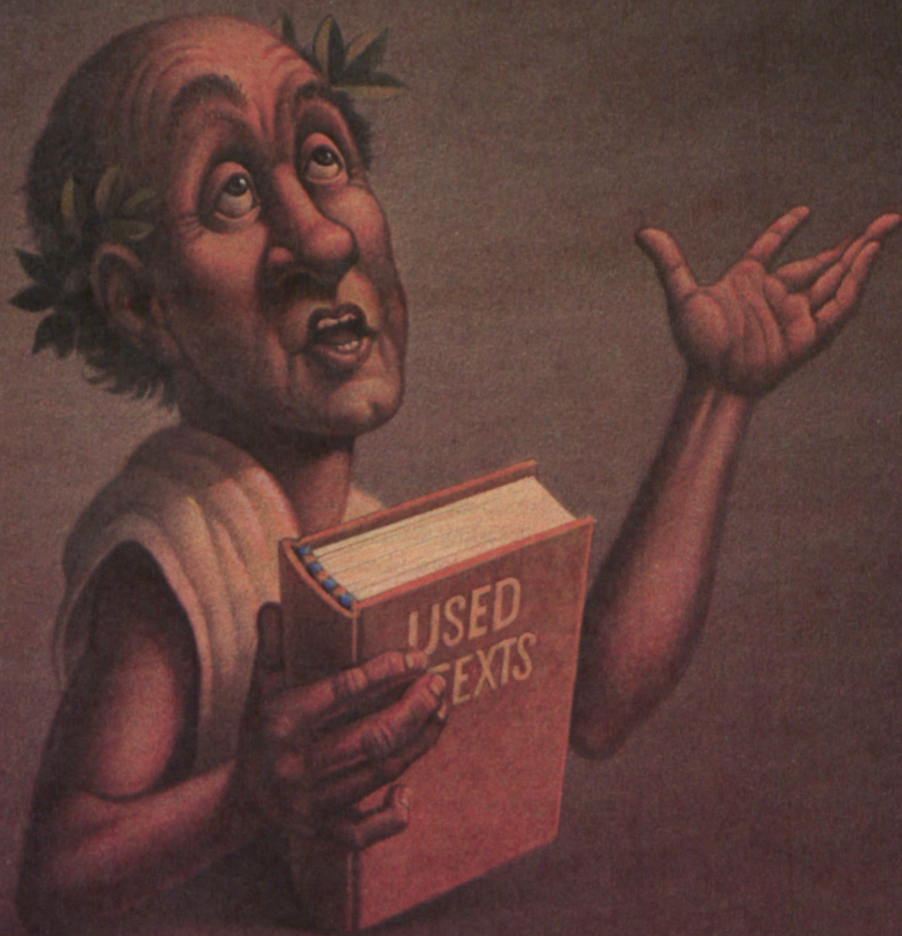
Still, computer technology plays a critical role. The school has computer labs; there is a computer in every classroom. Librarian Don Livermore has even ordered video-editing equipment to help students create video reports using the laser discs and computers.

The model technology project has been a resounding success at Manzanita. But the technology alone isn't the reason for Manzanita's success.

"Technology is a tool," Livermore explains. "A good teacher is still the key to making it work."

—Anita Merina

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1990 SUMMARY ANNUAL REPORTS

(Required by ERISA)

Sponsor and Administrator

The plans are sponsored and administered by the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, for the benefit of its members.

Employer ID # 52-1226682

Plan Name: DUES-TAB

The Plan has a contract with The Prudential Insurance Company of America to pay all Life Insurance claims incurred under the terms of the Plan. 2.0 million members were covered under the plan. The following financial information has been furnished by The Prudential Insurance Company of America for the year ending August 31, 1990.

Premiums Collected:	\$1,043,132
Benefits charged:	
Claims paid	\$916,802
Claims charged	\$958,929
Remainder of Premium:	
Retention charges (on accrual basis)	0
Other expenses	\$61,880
Taxes	\$22,323
Charges for risks or contingencies	0
Other retention charges	0
Total Retention	\$84,203
Status of policyholder reserves at 8/31/90:	
Claim reserves	0
Other reserves	0
Dividends or retroactive rate refunds due	0

Plan Name: NEA LIFE INSURANCE

The Plan does not have any assets or liabilities, income or expenses. Participants' contributions are paid directly to The Prudential Insurance Company of America to cover the cost of providing insurance coverage and to pay administrative expenses. There were 342,778 participants. The following financial information has been furnished by The Prudential Insurance Company of America for the year ending August 31, 1990.

Premiums Collected:	\$20,365,482
Benefits charged:	
Claims paid	\$17,568,145
Claims charged	\$17,326,118
Remainder of Premium:	
Retention charges (on accrual basis)	0
Other expenses	\$584,752
Taxes	-104,700
Charges for risks or contingencies	0
Other retention charges	0
Total Retention	\$480,052
Dividends or retroactive rate refunds	\$4,870,049
Status of policyholder reserves at 8/31/90:	
Claim reserves	\$21,385,124
Other reserves	0
Dividends or retroactive rate refunds due	0

Plan Name: NEA ACCIDENTAL DEATH & DISMEMBERMENT

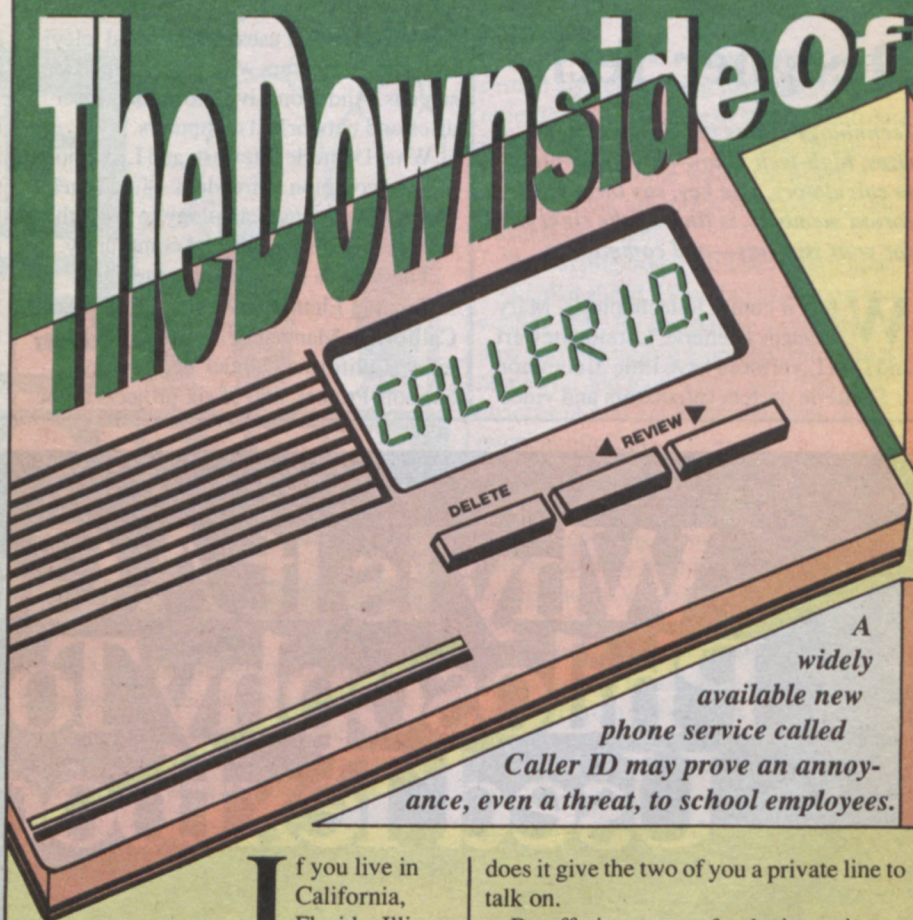
The Plan does not have any assets or liabilities, income or expenses. Participants' contributions are paid directly to The Prudential Insurance Company of America to cover the cost of providing insurance coverage and to pay administrative expenses. There were 116,480 participants. The following financial information has been furnished by The Prudential Insurance Company of America for the year ending August 31, 1990.

Premiums Collected:	\$1,616,786
Benefits charged:	
Claims paid	\$1,261,271
Claims charged	\$1,402,142
Remainder of Premium:	
Retention charges (on accrual basis)	0
Other expenses	\$191,910
Taxes	- 8,312
Charges for risks or contingencies	0
Other retention charges	0
Total Retention	\$183,598
Dividends or retroactive rate refunds	\$ 31,046
Status of policyholder reserves at 8/31/90:	
Claim reserves	0
Other reserves	0

Additional Information

Plan participants and beneficiaries may obtain copies of the more detailed 1990 Annual Reports for a reasonable charge, or they may inspect them without charge. To obtain copies, write to the Administrator asking for the 1990 Annual Report. The Administrator will state the charge for the specific document you request so you can find out the cost before ordering. The 1990 Annual Reports can be examined without charge at the Office of NEA Members Insurance Trust, c/o NEA Special Services, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

SECOND THOUGHTS



If you live in California, Florida, Illinois, Maryland, New Jersey, New York, Pennsylvania, Tennessee, Vermont, Washington, D.C., Virginia, West Virginia, or anyplace else where a new, "intelligent" phone network called Common Channel Signaling System 7 (SS7) has been installed, you may already have heard of—and formed an opinion on—Caller ID.

If not, you soon will. Caller ID is fast becoming the nation's most controversial privacy issue.

Caller ID, or Automatic Number Identification (ANI), is a service that allows subscribers to see the telephone number of the person calling them before they answer. Proponents, likening it to a front-door peephole, claim it cuts down on phone crimes—bomb threats and obscene calls, for example. Opponents worry that it will give businesses their home phone number, exposing them to more sales calls.

For some people, however, Caller ID has the potential to be more than just annoying. Teachers, social workers, mental health counselors, and others who make work-related calls from home often protect themselves from harassment by maintaining an unlisted phone number.

Caller ID would disclose these numbers. Easily obtained "reverse" phone books let anyone who knows a phone number look up its address. No wonder such groups as the NEA, Ralph Nader's Public Citizen, the ACLU, the NAACP, the Consumer Federation of America, and the National Association of State Utility Consumer Advocates have expressed concern about Caller ID's effect on privacy.

How Caller ID Works

The SS7 system uses a computer to store both your number and the number you dialed at a "signaling transfer point" (STP), until the person you're calling picks up the phone.

Only after the other person answers

does it give the two of you a private line to talk on.

By offering to transfer the incoming number information stored at the STP to an inexpensive add-on device, phone companies have tapped a new market.

Who Owns Your Phone Number?

In order to place your call, the STP needs to know your number. But what if it's unlisted? Should the STP be allowed to release it to someone with Caller ID?

Phone companies say yes: It's information anyone you call has a right to know. Consumer groups and civil libertarians say no. They want phone companies to offer a blocking service so you could keep your number from leaving the STP. By punching in a code before dialing, you could replace your own number with a message such as "private" on the Caller ID device.

The phone companies say this would be like covering up a peephole: it would defeat the purpose. Backers say everyone has the option of not opening the door—or picking up the phone.

A California law, AB 1446 (Chapter 486), requires the state's phone companies to give customers a way of withholding their numbers from ANI technology when Caller ID becomes available in 1992. Similar bills are pending in Illinois, Maryland, New York, and Virginia.

The New Jersey Education Association has a pilot project underway with New Jersey Bell to test a system which would prevent school employees' numbers from appearing on caller ID units.

Nationally, the Telephone Privacy Act of 1990 (S 2030), sponsored by Senator Herb Kohl (D-Wisc.), would require a blocking service to be made available when ANI service is offered.

A similar bill proposed in the House of Representatives during the last session died in subcommittee.

If you feel you should have the right to protect the privacy of your phone number, contact your national and state representatives and tell them you support such bills.

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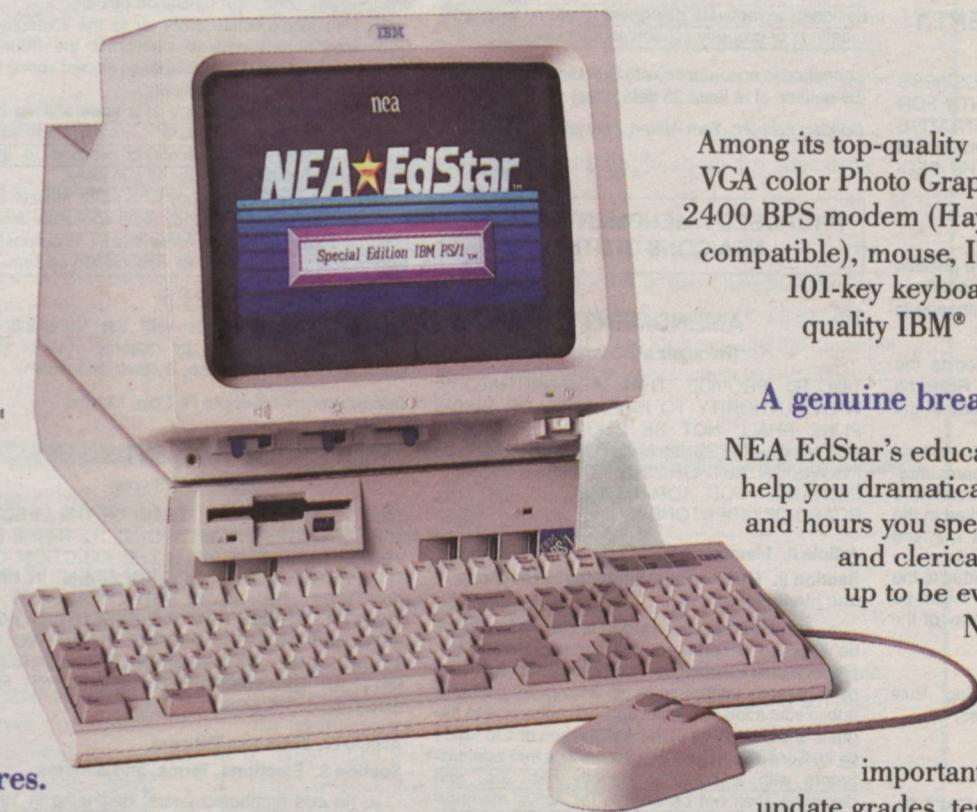
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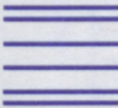


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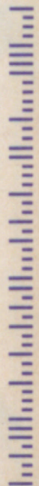


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Proposed Amendments To the NEA Standing Rules, Constitution, and Bylaws For Vote by the 1991 NEA Representative Assembly

This issue of *Proposed Amendments to the Standing Rules, Constitution, and Bylaws* contains all amendments that have been submitted in accordance with Article IX of the Constitution and Standing Rule 9 no later than 120 days preceding the NEA Annual Meeting.

The Representative Assembly will vote on amendments to the Standing Rules by voice vote at the first business meeting, July 4, 1991. Standing Rule Amendments, if adopted, are effective immediately unless otherwise specified.

The Assembly will vote on amendments to the Constitution

and Bylaws by secret ballot from 8:30 a.m. to 12 noon, July 6, 1991. Amendments will be discussed prior to voting. Amendments to the Constitution and Bylaws become effective on September 1 following their adoption unless otherwise specified.

Further information on proposed amendments may be obtained from the NEA Executive Office, 1201 Sixteenth Street, N.W., Washington, DC 20036 (telephone 202-833-7700).

In the following texts, deletions are in brackets and additions are underscored.

NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES

BARBARA R. COLE
Kansas, *Chairperson*

BETTIE J. BLACK
Oklahoma

EDITH H. CANNON
Massachusetts

LARRY L. RUTH
New York

TED THOMAS
Ohio

PROPOSED AMENDMENTS TO THE NEA STANDING RULES

STANDING RULE AMENDMENT 1

(Requires a majority vote)

Title: TO PROVIDE THAT NEW BUSINESS ITEMS AND LEGISLATIVE AMENDMENTS FOR CONSIDERATION BY THE REPRESENTATIVE ASSEMBLY SHALL BE SUBMITTED BY 12 NOON OF THE FIRST DAY RATHER THAN THE SECOND DAY OF THE ASSEMBLY.

Rule 6. Order of Business and Debate

K. New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application.... (no change in first two paragraphs)

New business items shall be submitted to the Committee on Constitution, Bylaws, and Rules no later than 12 noon on the [second] first day of the Representative Assembly....

L. Any new business item relating to federal legislation for the consideration of the Representative Assembly shall be treated as an amendment to the Legislative Program and shall be marked in the order received as Legislative Amendment 1, 2, and so forth. (no change in first two paragraphs)

Legislative amendments shall be submitted to the Committee on Constitution, Bylaws, and Rules no later than 12 noon on the [second] first day of the Representative Assembly....

(No change in remainder of rule)

Submitted in accordance with Standing Rule 9.B.1.a (by petition of at least 25 delegates)

Contact person: Eric Feaver, Montana

STANDING RULE AMENDMENT 2

(Requires a majority vote)

Title: TO PROVIDE THAT A CUMULATIVE TOTAL OF PROJECTED EXPENDITURES FOR ALL NEW BUSINESS ITEMS APPROVED BY THE REPRESENTATIVE ASSEMBLY SHALL BE SHOWN ON THE TELEVISION MONITORS DURING THE DISCUSSION OF NEW BUSINESS.

Rule 6. Order of Business and Debate (New section W)

W. A cumulative total of projected expenditures covering all new business items approved by the Representative Assembly will be shown on the television monitors during the discussion of new business.

Submitted in accordance with Standing Rule 9.b.1.a (by petition of at least 25 delegates) and Standing Rule 9.b.1.d (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact persons: Connie A. Eskesen*, Ohio, and Barbara R. Cole*, Kansas

*Contact persons for identical amendments submitted in accordance with Standing Rule 9.

STANDING RULE AMENDMENT 3

(Requires a majority vote)

Title: TO PROHIBIT DRAWINGS OR GIVEAWAYS IN WHICH DELEGATES ARE REQUIRED TO BE PRESENT TO WIN EXCEPT FOR THOSE DESIGNED TO ENCOURAGE DELEGATES TO ATTEND BUSINESS MEETINGS OR PROPERLY SCHEDULED CAUCUS MEETINGS.

Rule 12. Prohibitions (New section C)

C. There shall be no drawings or giveaways conducted during the Annual Meeting in which delegates must be present to win except for those designed to motivate delegates to attend business meetings or properly scheduled caucuses.

Submitted in accordance with Standing Rule 9.b.1.a (by petition of at least 25 delegates)

Contact person: Tom Aitken, Hawaii

PROPOSED AMENDMENTS TO THE NEA CONSTITUTION

AMENDMENT 1

(Requires a 2/3 vote)

Title: TO PROVIDE THAT ADMINISTRATORS WITH AUTHORITY TO HIRE, FIRE, OR DISCIPLINE SHALL NOT BE ELIGIBLE FOR NEA ACTIVE MEMBERSHIP AND TO ELIMINATE THE PROVISION AUTHORIZING AT-LARGE REPRESENTATION FOR ADMINISTRATORS ON THE BOARD OF DIRECTORS.

Article II. Membership

Section 2. Membership Eligibility: Provisions and Limitations.

a. Membership, as provided in the Bylaws, shall be open to all persons actively engaged in the profession of teaching or in other educational work or to persons interested in advancing the cause of public education who shall agree to subscribe to the goals and objectives of the Association and to abide by its Constitution and Bylaws, except that administrators with authority to directly hire, fire, and discipline shall not be eligible for Active membership.

Article V. Board of Directors

Section 1. Composition

[d. Administrators shall be represented on the Board in proportion to their membership in the Association. If the percentage of administrators elected to the Board of Directors fails to achieve proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are administrators.]

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)

Contact person: Janis Ray, Minnesota

AMENDMENT 2

(Requires a 2/3 vote)

Title: TO REVISE ARTICLE III, SECTION 3.b., OF THE CONSTITUTION TO CLARIFY THAT ANY PRESIDENT OF A STATE AFFILIATE ELECTED BY VOTE OF THE MEMBERS IN THE STATE WHO ARE ELIGIBLE TO VOTE IN THE ELECTION OF THE STATE PRESIDENT SHALL BE AN EX-OFFICIO DELEGATE TO THE REPRESENTATIVE ASSEMBLY.

Article III. Representative Assembly

Section 3. Election of Delegates.

b. Election to the Board of Directors [or to the presidency of a state affiliate] by the Active NEA members within the state shall constitute election to the Representative Assembly for all purposes.

Election to the Board of Directors [or to the presidency of a state affiliate] by the Active NEA members elected to serve as delegates to the state representative body shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

Election to executive office or to the Executive Committee shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

Election to the presidency of a state affiliate by vote of members in the state who are eligible to vote in such election shall constitute election to the Representative Assembly for all purposes.

Election to the presidency of a state affiliate by the state representative body shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

(No change in subsection c)

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)

Contact person: Barbara R. Cole, Kansas

AMENDMENT 3

(Requires a 2/3 vote)

Title: TO EXTEND THE TERMS OF THE EXECUTIVE OFFICERS FROM TWO (2) TO THREE (3) YEARS EFFECTIVE WITH THE ELECTION OF THE PRESIDENT AND VICE-PRESIDENT IN 1993 AND WITH THE SECRETARY-TREASURER IN 1992; TO PROVIDE THAT THE EXECUTIVE OFFICERS MAY SERVE NO MORE THAN TWO (2) TERMS; AND TO MAINTAIN THE CURRENT PATTERN OF STAGGERED TERMS FOR EXECUTIVE OFFICERS.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

a. [In odd numbered years] Beginning in 1993 and each third year thereafter, the President and the Vice-President shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with this Constitution, the Bylaws, and the Standing Rules.

b. [In even numbered years] Beginning in 1992 and each third year thereafter, the Secretary-Treasurer shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with this Constitution, the Bylaws, and the Standing Rules.

d. The terms of the President, of the Vice-President, and of the Secretary Treasurer shall be [two (2)] three (3) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than [three (3)] two (2) terms in the office to which elected.

Section 5. Succession and Vacancies.

b. If during the first or second year of a term a vacancy in either the office of Vice-President or the office of Secretary-Treasurer occurs, such vacancy shall be filled by the Board of Directors, which shall elect a successor to serve until the next meeting of the Representative Assembly. The Representative Assembly shall then elect a successor for the remainder of the term. In the event a vacancy occurs during the [second] third year of a term, the Board of Directors shall elect a successor for the remainder of the term.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)

Contact person: Jane Jensen, Vermont

AMENDMENT 4

(Requires a two-thirds vote)

Title: TO PROVIDE THAT RETIRED AND STUDENT DIRECTORS SHALL BE ELECTED AT LARGE BY THE REPRESENTATIVE ASSEMBLY RATHER THAN BY THE RETIRED AND STUDENT DELEGATES RESPECTIVELY TO THE REPRESENTATIVE ASSEMBLY.

Article V. Board of Directors

Section 1. Composition

(New section f)

f. NEA Retired and Student members shall be represented on the Board according to the formula established in the Bylaws. The Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are Retired or Student members as appropriate.

(Reletter subsequent subsections)

5. Board of Directors

5-1. Election.

a. A majority vote of those voting shall be necessary to elect an NEA director. Except as otherwise provided in Article V of the Constitution, members of the Board of Directors shall be elected by secret ballot for each individual office (i) by the Active NEA members within each state or (ii) by the NEA members elected to serve as delegates to the state representative body, but only if all Active NEA members in the state who meet all other relevant requirements are eligible to vote for and serve as delegates to the state representative body. Retired directors shall be elected by secret ballot for each individual office by [the duly elected retired delegates to] the NEA Representative Assembly. Student directors shall be elected by [duly elected student delegates to] the NEA Representative Assembly.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)

Contact person: Chris Giunchigliani, Nevada

PROPOSED AMENDMENTS TO THE NEA BYLAWS

AMENDMENT 5

(Requires a majority vote)

Title: TO PROVIDE THAT THE DUES OF FIRST-YEAR MEMBERS WHO JOIN THE ASSOCIATION DURING THEIR FIRST YEAR OF MEMBERSHIP ELIGIBILITY SHALL BE REDUCED BY FIFTY (50) PERCENT.

Bylaw 2. Membership

2-7. Membership Dues.

(New section d)

d. The dues for first-year Active members who join the Association during their first year of membership eligibility shall be reduced by fifty (50) percent.

(Reletter subsequent sections)

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)

Contact person: Kay Burns, Kansas

RA Delegates To Elect Leaders

Delegates to the 1991 Representative Assembly in Miami Beach will elect a president, vice-president, and two members of the Executive Committee. The president and vice-president will serve two-year terms, beginning September 1, 1991. The two Executive

Committee members will serve three-year terms, beginning the same date.

The following candidates filed for office and submitted statements by April 1. Candidates for each office appear in the order in which they filed for office.

For President



Keith Geiger

Not long ago our detractors tried to make NEA and its members the issue in education. They implied that teachers and school employees were the problem, wasting years of opportunity for real reform. But we're changing that, we're speaking out, and we are becoming the voice for education.

Our voice must continually be heard, speaking clearly and directly on the problems of student achievement, hunger, poverty, neglect, violence, and drugs. And we must unflinchingly press the point that collective bargaining and school-based decision making are critical to finding real solutions for real problems.

We must work with energy and tenacity and must make a firm commitment to work harder than ever to achieve our goals.

For Vice-President



Bob Chase

The NEA is undergoing dramatic change that will greatly transform this Association. The change mechanisms are strategic planning, a redefined program budget, and the Special Committee on Organizational Streamlining. Together these mechanisms constitute a renewal process that is revitalizing our Association so

that it will—

- effectively serve and represent all education employees
- identify emerging issues with implications for education and education employees
- shape the education reform movement
- advocate for the more than 2 million members of the NEA.

To assist the Association in managing this change, we need leaders with broad-based experience, an inclusive leadership style, the proven capacity to be forward looking, and the courage to take risks. That is why I am seeking reelection to the office of NEA vice-president.

For Executive Committee (two seats)



Dennis Van Roekel

My 23 years as a classroom teacher and my years of leadership in the UEP—as Executive Committee member, state president, local president, and other positions—have taught me that our energy as an organization is derived from our mission to promote quality public

education, expand rights for education employees, and advocate for human and civil rights.

I am seeking this office because of my desire to help maintain NEA as the voice of educational quality and as a strong advocate for its members.

NEA must lead the movement to restructure schools so that they are educator-driven and student-responsive. We must demand a discrimination-free workplace, respect for our profession, and economic rights for educational employees.

Our vision and our dreams can and must become a reality.



Leon Horne

Leon Horne is a fourth/fifth grade teacher in Tacoma, Washington. He is a leader, organizer, negotiator, trainer, and member advocate.

He has experience at every level of the Association—faculty representative, urban president, state board member, NEA director, NEA Executive Committee member, and

member of the NEA Program and Budget Committee.

Leon has a long-standing commitment to minority and women's rights. He has consistently supported race and gender equity issues and has served on his local human relations commission.

Leon sees three important challenges facing NEA:

- To provide assistance to state affiliates facing funding crises
- To ensure equity and excellence in America's classrooms
- To improve salaries and benefits for educational employees.

NEA leaders must provide direction for the Association in meeting these challenges.



Linda Pondexter-Edwards

Strategic planning, organizational streamlining, educational restructuring, technological innovation, and the determination of our place in a global economy are the challenges facing those who would serve on the Executive Committee.

The NEA has always embraced

challenges and initiated change. But we must guard against the unhealthy attitude that some of us are more equal than others, that innovation in education must take place at the expense of collective bargaining, and that racism, sexism, and homophobia are things of the past.

Today we have the grand opportunity to change ourselves and to guide the nation's education agenda.

Through unity we can meet the challenges facing us, and together we can win the victory for the children and for all who make up the education family.

Sam Lambert Dies



Sam M. Lambert, 78, NEA executive director from 1967 to 1972, died in Washington, D.C., on April 9, 1991, after a long illness. He is survived by his wife, two daughters, and four grandsons.

Lambert was executive director during a period when NEA began actively to pursue collective bargaining rights—including the right to strike—for teachers, as well as equity for ethnic minority groups and women.

The Lambert years were also a period of growth for the NEA, a time when new members were joining at the rate of 1,000 a week.

The NEA was also becoming more racially integrated. Predominantly Black and predominantly white affiliates merged in all but two states, and new procedures ensured minority participation in governance.

One of Lambert's greatest structural legacies to NEA is the UniServ program, through which NEA helps fund professional staff positions for local Associations.

1991 NEA-PAC Events Set

It's time again to get ready for the NEA-PAC Giveaway and the NEA-PAC races, both set for the 1991 NEA Annual Meeting. Last year delegates contributed a record \$333,000 through the Giveaway and over \$84,000 through the race.

All delegates have the opportunity to win an increasingly valuable prize or cash each day of the Representative Assembly. Drawings will be held July 4, 5, 6, and 7. A NEA-PAC contribution of \$25 is suggested. In 1990 delegates contributed an average of \$39.97 each.

"Running for Office," the NEA-PAC race, has a 5K race (for serious runners) and a less strenuous one-mile race/walk.

Participants raise entry fees from Association members back home. Race registration kits were sent to state presidents in April.



*Denotes adult subject matter
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PERSONALLY SPEAKING

The search for a sound life insurance or annuity contract can be daunting. But you don't have to carry out your hunt unaided—you can check the ratings.

More than 2,600 companies sell life insurance or annuities, according to A. M. Best Co., which has been rating the soundness of insurance companies since 1899. Best issues ratings from A+ to C-. The firm says 270 life insurers have earned its A+ rating.

Some critics have suggested that Best, the most well-known of the insurance rating agencies, is too lenient. Today, the ratings of three other such companies carry more weight in corporate boardrooms. Standard & Poor's Corporation, Moody's Investors Service, and Duff & Phelps, Inc., all began rating insurance companies about five years ago.

Many think these three agencies have tougher standards than A. M. Best. "Sometimes you get an A+ from Best and a Double B from one of the others," says Ethan E. Kra, managing director for employee benefits consultant William M. Mercer, Inc.

One reason for the difference is that Best rates the entire industry, while the other three rate only a small number of companies. But as more people demand a rating other than Best's, the number of companies rated by these other organizations will grow.

When you use a rating to choose an insurer, remember there's often a clear tradeoff between rating and return. If an

What's **A** Safe **INSURANCE** COMPANY?

Since the S&L crisis hit the headlines, you may be extra-cautious about choosing a life insurance policy or annuity. Concluding a two-part series, financial analyst Mary Rowland offers tips for buyers.

insurance company has reached too far into the junk bond market or into speculative real estate to get a high return, its rating may well have suffered.

You can add another level of screening by asking one simple question: Is the company licensed to do business in New York? If the answer is no, ask why.

Insurance is regulated by the insurance department of each state. Some of the bigger states, like California and Florida, have good departments. But New York has the toughest insurance laws of all. For that reason, many insurance companies are licensed everywhere but there.

Some companies, like Executive Life, set up a separate company just to do business in New York. Both Executive Life of California and Executive Life of New York got into trouble with their junk bond investments, but the New York firm is considered the stronger of the two, chiefly because of the stiff regulation by the New York department.

The screening process outlined here will quickly give you a short list of the companies that have been rated by at least two of the three raters (Moody's, S&P, or Duff & Phelps); have received no rating lower than Double A; and have gotten at

least one Triple A rating.

A sound company will also have at least \$100 million more assets than liabilities and be licensed in New York. Fifteen companies meet these standards: Aetna Life, Connecticut General, Continental Assurance, Guardian, John Hancock, Hartford, Massachusetts Mutual, Metropolitan Life, Nationwide Life, New York Life, Northwestern Mutual, Principal Mutual, Prudential, State Mutual, and Teachers Insurance and Annuity.

Access to the ratings services is usually easier than you'd think. *Best Insurance Reports: Life/Health*, which lists the ratings of all the companies, is available in most libraries. Best also provides a telephone service (900/420-0400) from which you can get ratings for \$2.50 a minute. You must have the A. M. Best identification number for the insurance company you're researching. You can get that from the service department at 908/439-2200.

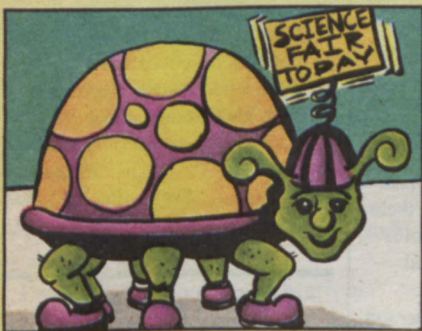
Duff & Phelps rating guides are available in libraries. Moody's guides usually aren't, but Moody's rating desk will provide ratings at 212/553-1653. Standard & Poor's rating desk (212/208-1527) offers free ratings for up to three insurers.

Another place to get information about your company is from the insurance agent who sold or wants to sell you a policy. But make sure you get it all in writing. The more carefully you weigh your new insurance purchase, the better you'll feel about your investments for the future.

—Mary Rowland

IDEA EXCHANGE

Your Science Fair: Every Child a Winner?



Want your science fair to celebrate the efforts of every child? Fifth grade teacher Susan Coffland of Ross Elementary School in Kuna, Idaho, offers the following tips.

- If you're the organizer, get four more people (teachers, parents, business leaders, senior citizens) to join you on an action team. Together, brainstorm the kinds of projects to include, then write a brief description for each category. Set safety standards and project completion dates. Ask local businesses to supply prizes.

- Send home announcements and schedule brief classroom presentations about the fair. Hang a large banner in the school cafeteria giving a daily countdown.

- Emphasize that the fair is for everyone, not just for top students. Offer some incentives for completing the different segments of a project.

- To encourage interested students to complete projects, have team members, parents, and teachers ask them about their interests, help them develop projects that answer specific questions, and make sure they have the necessary materials.

- Ask the local newspaper, radio, and TV to publicize the fair.

- Invite science teachers from neighboring schools to judge the projects. Members of your planning team should be on hand to answer questions and praise the children for their work.

- Award prizes for top entries, but give each entrant a handsome certificate.

'How'm I Doing?'

Want to find out whether you got your latest lesson across?

Math teacher Kim Thomas of Junipero Serra High School in San Diego has a suggestion.

At the end of the class period, ask your students to write down the three most important things they learned that day.

Their responses will tell you whether you've been successful. A side benefit: Writing down these three things reinforces what they've learned.

Student Athletes: Keeping Fit To Learn

Worried about student athletes keeping up their grades? Alliance (Ohio) High School

coach Tom Brabson has one solution.

Taking the lead from a program at Georgetown University, Brabson hired French-Spanish teacher Sally Ailes (photo below) as academic adviser to the boys' basketball team.



Dick Baker

As part of the program she's developed, Ailes reviews weekly evaluation sheets completed by the players' teachers. Each sheet shows a grade for the week's work and notes on the student's class participation, attitude, and behavior.

"The weekly grade checks let me know right away if there's a problem," says Ailes. "So we can get to it right away instead of seven or eight weeks into the grading period."

Ailes oversees a weekly study hour for the players and checks team members' mandatory notebooks of class assign-

ments. She also keeps the kids' parents informed about their classroom progress.

Since the program began last September, no team member has become ineligible to play (by getting an F), and the players' grades have gone up.

Six-Year-Olds Learn To Read...Maps

Arvada, Colorado, first grade teacher Margaret Wallace never misses an opportunity to teach geography to her Sierra Elementary students.

Armed with a small grant from the National Geographic Society and her district's Jefferson Foundation, Wallace bought a large roll-down set of "beginner" maps of the U.S. and the world, a globe with color-coded continents, and large walk-on maps of the U.S. and the world.

During a daily discussion of the news (including students' travels), the kids locate each place on the map. In those extra minutes between lessons, they recite the continents while pointing to them on the map, or play "20 Questions" ("Is it a state? Is it east of the Mississippi?").

The kids use the walk-on maps to study directions and relative position. "Walking six steps east and two steps south to get to South Africa accommodates a young child's body-centered view of the world and need for movement," notes Wallace. "And it's fun, too!"

Letters



Where Are the Nurses?

In the April issue, Dr. Daniel Levy was interviewed on the page devoted to student health.

As I read this article, I was impressed with this concept of the consultant, but kept waiting for him to mention his affiliation with school nurses in his district. None was ever mentioned. In fact, the only reference to "nurse" was as an employee of the school-based clinics.

Surely there are school nurses in his district, and certainly he must have contact with them.

In my small district in a suburb of Pittsburgh, I am involved in many of the same programs he mentioned. Is this another instance of school nurses being shoved into the shadows when something positive happens in school health?

I think the NEA should better promote the activities of school nurses, the unsung heroes who safeguard the health of American school children.

Barbara Lagoon
Cheswick, Pennsylvania

Write Away!

I take issue with Peter Brown's statement in "When War Comes to School" (March) that educators are allowing children to be manipulated by giving them the opportunity to write to troops in the Persian Gulf.

Like thousands of other educators across the country, I asked my students to write. We began our writing project, "Operation 'Write' Stuff," at the invitation of a former student of mine before he was deployed to the Gulf.

We wrote because we cared, not because we supported the war. When education is just "readin', ritin,' and 'rithmetic" (plus "critical analysis," as mentioned by Mr. Brown), I will leave this profession I so dearly love.

The thank-you notes we received for our letters—not just from the soldiers but also from their families—emphasized that caring about other people becomes a little more important than "critical analysis"—discussing the whys of war."

Incidentally, I'm a music educator. I'm certain that Mr. Brown will

find fault with my crossing disciplines and not sticking to just teaching music.

Michele Pfrogner
Huber Heights, Ohio

Two-Income 'Myth'

Is "Public Preschool Coming Soon to Your Neighborhood?" (March). Let's hope not! When our son was born four years ago, my wife and I forfeited one of our two incomes to raise our own child.

How dare you suggest that we should now pay more taxes to send other parents' children to preschool so they can maintain their standard of living despite their children?

You suggest that one reason our nation faces such a stern economic challenge from foreign competitors is our reluctance to open our public schools to children younger than age five. But shouldn't we, as educators, be suggesting solutions to address the root of the problem—the lack of parental guidance and upbringing of children, which results in an unstimulating early childhood experience?

Maybe we can do more for less if we are willing to reevaluate the middle class "myth" that most of us "need" two incomes to get by. Is it need or greed that motivates many parents to abandon their children to other adults while they gain monetary increases?

I empathize with the poor, who must look for quality preschool while trying to earn a living. I support additional government support to improve their children's present preschool opportunities while they seek gainful employment.

But let's not suggest that the government care for, or raise, all of our youth.

How have many of us managed to be successful in the past without public preschool? Could it have been that our parents cared enough to be responsible for raising us rather than ask the state to be responsible?

Gary Stevenson
Perry, Ohio

Pension Offset

For seven years I thought I was the only one in the world affected by the pension offset (Washington Watch, March). Now I find that I'm one in 100,000!

It's satisfying to know that perhaps the other 99,999 are also writing to ask their U.S. Representatives to repeal this law. (The Representatives I've written to have never given me any encouragement.)

Thanks for your article. I'm making copies and sending it to every Representative and Senator I can think of.

Corinne Sturgeon
Fountain Hills, Arizona

Equal Time

As a person who respects all human life (pre-born as well as post-born), I object to your including Planned Parenthood President Faye Wattleton's philosophical position without giving equal space to the other side of the issue ("Cool Woman, Hot Topic," March).

As you know, the pro-life issue is one which already seriously divides the Association. Many individuals refuse even to join because of the NEA's pro-abortion stance.

To feature this topic, then, is to be insensitive to a large number of your readers who believe that it is the pre-born children who are denied life, pre-born children who are truly the most oppressed in our society, not, as Ms. Wattleton says, the "women who are forced to have children against their will."

Indeed, these women have the option of putting their children up for adoption with loving and eager potential parents. They can then go on with their lives. An aborted baby has no such option.

In fairness to all of your members, then, I ask that you give equal space to a pro-life advocate who addresses educational programs that encourage strong moral choices, which preclude sexual activity for those who are not ready and willing to accept the consequences.

Judy Heyer
Winchester, Virginia

It is with increasing alarm I note that NEA publications appear to have been captured by a group of left-wing ideologues, bent on using them as propaganda sheets for their opinions. These publications seem only to contain articles reflecting liberal views on an agenda their publishers are intent on thrusting on our society.

Additionally, leftist heroes and heroines are presented for our approval, along with articles and political cartoons endorsing abortion, affirmative action, condom-dispensing sex education, and single-minded, unchallenged, left-liberal views on a host of domestic and international issues.

Where is the fairness? What about balance? Is there a fascism of the left at work here that seeks to present only what it feels is "politically correct" thought? Is a coterie of elitist leaders, unrepresentative of the rank-and-file, stifling dissenting views?

The recent article featuring Planned Parenthood's Faye Wattleton provides an excellent example of the propaganda barrage. Ms. Wattleton is presented to the reader as the "daughter and granddaughter of fundamentalist ministers." So what? This fact is used in a dishonest attempt to cloak her in the very values she rejects.

Why laud Faye Wattleton anyway? NEA Today should be praising women who save children, not

women whose work threatens them. Opportunities abound to present conservative figures and their views. But, I fear, the articles, features, cartoons, etc., will continue to be one-sided, and the policy, written or unwritten, of censoring all conservative opinion from NEA Today will go on as well.

R. Bruce Skewes
Oak Ridge, New Jersey

Still Questing

I'm a middle school teacher in Hanover, Michigan, and a trained Lions-Quest Skills for Adolescence teacher. I'd like to respond to Claudia Parker from Coldwater, Michigan, concerning "Questions About 'Quest'" (Letters, March).

As a point of information, Lions-Quest Skills for Growing and Skills for Adolescence programs do not use the nondirective approach. They do teach absolutes—honesty, integrity, skills to make good judgments, self-discipline, respect for others and especially for parents. They also teach that alcohol, tobacco, and other drugs are harmful and wrong.

The students are involved in establishing ground rules for the classroom and the consequences for breaking rules. At no time, however, do our materials teach or suggest that teachers or other adults should abdicate their authority. The Lions-Quest programs provide opportunities for teachers to wear many hats, including those of evaluator, encourager, and enforcer.

I share Ms. Parker's concerns about nondirective education, and so does Quest. That's why Lions-Quest programs teach only one choice when it comes to wrong and harmful behavior—a clean, unapologetic NO! I invite her to visit my classroom and watch the program in action.

Please get involved and call principals of other schools and ask them what their Lions-Quest program is doing for students, families, and school climate.

Nancy Anderson
Clearlake, Michigan

Show Must Go On

Polly Frenaye-Hutcheson wrote a vague letter concerning alleged mistreatment and neglect of circus animals (Letters, March). She asserts that the quality of life for the performing animals is poor, but provides no facts to back her claim.

As an educator for over 25 years, I find circus entertainment to be unique, wholesome for any age, and educational. Where else could kids in small-town America see exotic animals in their own backyard?

Polly needs to know that humane societies in at least two states I know of have sponsored the circus visits. Associations of all kinds—from the Lions to volunteer fire departments—sponsor and promote the

shows. Circus is Americana.

An informed person would know that government inspectors routinely visit circuses to make sure the performing animals live in adequate quarters and are properly exercised and cared for.

I suggest that every NEA member take a kid to the circus to see for themselves the scrupulous care these contented animals receive.

Ken Holehouse
Flora, Illinois

I received my April NEA Today and read the "Circus, Circus" letter from a member in Portsmouth, Rhode Island.

There is no automatic human right to impose conditions on animals for our entertainment. Think about that statement the next time you see a photograph of a circus bear with its teeth removed and wearing a muzzle about its snout while riding a bicycle.

This sort of disgusting circus spectacle desensitizes youngsters, and I can assure you that I will not support NEA or any other organization that promotes such.

Rita Roe Bartlett
Bitburg Air Base, Germany

One-Room Schoolers

I'm a teacher seeking information about teaching strategies used in one-room schools that could benefit school restructuring today.

I'm looking at practical ways to orchestrate cooperative learning, peer teaching, continuous progress, and individualized instruction in multi-age or ungraded learning contexts.

If you're a teacher or student alum of a one-room school or are currently in a one-teacher learning context, please contact me.

Steven Landfried
Route One
Evansville, WI 53536
608/873-8848

One Too Many?

If you receive more than one copy of this newspaper, please send back the labels from the copies you don't want. NEA will stop mailing them until you ask to have them reinstated.

Moving? Be sure to notify us of your new address. Mail your new address (or excess labels) to Membership Records, National Education Association, 1201 16th St., N.W., Washington, DC 20036.

Insurance Note

Did you receive your copy of the NEA Educators Employment Liability (EEL) Insurance Summary Plan Description (SPD) in the December issue? If not, contact the NEA Office of Legal Services Programs, 1201 16th St., N.W., 8th floor, Washington, DC 20036.

Debate



YES

Should Student Athletes Be Subject To Random Drug Testing?

Sue Kresak, a third grade teacher, is president of the Marion-Adams Education Association, Sheridan, Indiana. Marion-Adams, whose Sheridan Blackhawks won the Indiana Class football A championship four times since 1980, began testing its athletes for drugs in August 1990.

James Pyne is a U.S. history teacher at Homewood-Flossmoor High School outside Chicago, and a former president of the Homewood-Flossmoor Education Organization. The high school, which fields 26 athletic teams, began testing its athletes for drugs in January 1990.



NO

Certainly there are times when it makes sense for a school district to subject student athletes to random drug testing. We're in such a period this year in the Marion-Adams school district.

Since last August, students participating in interscholastic sports—both boys and girls—have been required to submit to random testing for recreational drugs, steroids, amphetamines, and barbiturates.

The policy is rare in both Indiana and the nation, but it has a reason. Last spring the mother of one of our high school juniors found two vials of steroids in her son's athletic bag. She went to the police; the police alerted the school district.

It turned out that the boy had been lifting weights in a gym run by a local man in a corner of his barn. Weightlifters from all over the area—adults as well as students—used the facility. The police checked it out and closed it down. Later the man was convicted of selling steroids—not to our students, but to some adults.

Meanwhile, what was the school district to do, knowing that students could be abusing steroids?

I'm happy to say that the Marion-Adams school board decided to take highly visible action to discourage illicit use of steroids or any other drug.

First, the district vastly expanded the high school's own weightlifting facilities, hiring four full-time trainers and opening the gym to the community—even during the evening.

Second, the board instituted random drug testing of all interscholastic athletes. It adopted a policy identical to that of the Tippecanoe, Indiana, district, which had survived a challenge in federal court. Our district didn't want to spend scarce resources on litigation.

Now, every week 10 percent of interscholastic athletes—randomly chosen—must submit a urine sample. The testing works like this: every athlete has a number. On testing day, 10 percent of the numbers (representing maybe 8 to 10 kids in the football season) are drawn

and posted.

Athletes must check to see if their number is posted. If it is, they have less than an hour to report for the test—the boys to the athletic director, the girls to the school nurse.

Testing security procedures appear to be rigorous. An observer is present while the sample is produced, and the samples are locked in a refrigerator until the laboratory picks them up.

I say "appear," because the procedures have never had to be challenged. Of the more than 180 tests done between August 1990 and March 1991, none was positive.

We're now finishing the first year of testing, and the board is about to review the program.

The obvious question is this: since we've "caught" no one, wouldn't the \$4,000 or so of anti-drug money that's currently budgeted for testing be better spent on kids who are more at risk for drug abuse than athletes—maybe the students served by our highly regarded SAFARI (Student Assistance for At Risk Individuals) program?

This argument has merit, and maybe that's the way the district will go.

Still, I'm afraid that if we stop testing our athletes, they may stop saying no to drugs. I believe they've liked having an out, being able to tell their friends they can't use drugs because they might be tested.

Also, high school athletes are role models for their fellow students. When athletes say no to drugs and alcohol, other students may follow. Shouldn't we continue to make sure they have that worthwhile example?

Finally, athletes have always been held to a higher standard than other students. Training rules have traditionally forbidden tobacco and alcohol use—for the athletes' own health and safety's sake, for the sake of their effectiveness on the playing field, for the sake of the reputation of the school they officially represent. We need to make sure that drug use, too, is incompatible with participation in interscholastic athletics.

It's fashionable in some circles to equate modern America's drug problem with war. The comparison is flawed, however, because its premise is false. Simply put, America is not at war against drugs. So the extraordinary means of attack advocated by drug warriors lack the justification that an enormous civil emergency might otherwise provide.

Mandatory drug-testing of student athletes is a good example of this strategic overkill. The very selectivity of such programs makes them suspect. The emphasis on testing athletes rather than the whole student population smacks of preferential treatment for a privileged elite.

If we fear that drug use—or, worse, addiction—may become epidemic among the nation's youth, and if by drug-testing we propose to isolate those in need of medical treatment and personal counseling, then it's a strange policy indeed that enables more than half our young people to escape the benefits of detection.

Moreover, ordinary means for combating increased drug use among America's youth remain viable: parental monitoring and supervision of student behavior; counseling of youth whose conduct suggests possible drug use; medical treatment for the addicted, or for those otherwise impaired by drug use; rigorous enforcement of drug laws by police and the courts; and organized educational efforts by public and private agencies.

Compulsory drug-testing for any group of students puts at risk the notion that the protection of constitutional guarantees must reach all of our people, including the young.

Mandatory testing invades privacy. Proponents argue that students who participate in athletics should expect their right to privacy to be diminished. Nevertheless, athletes retain the right to be secure in their persons from unwarranted searches.

Student athletes who use drugs, but submit to testing in order to preserve their

eligibility, are being asked, in effect, to supply evidence of their own possible criminal behavior, which may be used against them in courts of law. Testing programs, moreover, rest on the assumption that student athletes are guilty until proven innocent.

Admittedly, the objectives of testing programs are largely benign, but their operation teaches several subtle and insidious lessons. In one sense, drug testing of athletes alone appears to afford them preferential treatment. But in a procedural sense, such testing discriminates against athletes, who are held to higher norms of behavior and subjected to extraordinary means of detection.

Further, random drug testing undermines the conviction that constitutional rights protect individuals from arbitrary and capricious conduct by government.

Schools, after all, are governing agents, and when they test randomly for drugs, they're choosing to abridge personal liberties in order to promote what a majority in their communities defines as a socially constructive goal. But constitutional guarantees are intended to protect groups and individuals from precisely that kind of majoritarian abuse by government.

There's something especially distasteful in the false choice which school testing programs claim to offer student-athletes: take the test or drop out of athletics. Or, to put it the other way around, students may preserve their rights by sacrificing their participation in school-sponsored athletic competitions.

But given the value young people place on athletics, it's unreasonable to suppose that students will opt for the preservation of their civil rights.

The proponents of testing know this; in fact, they count on it. It's a sad commentary on the state of education in America that we knowingly, willingly compel students to acquiesce in the diminution of their rights. The cure for one child's chemical dependency is not the sacrifice of another's civil liberties.

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